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ABSTRACT

The purpose of the handbook is to simplify the routine business of beginning and/or operating an Adult Basic Education (ABE) Program. It describes in some detail the planning of an ABE program and deals with: the demographic survey of the population; the creation of an advisory board; the determination of the educational needs of the community; the choice of program; the design of the program. In the general areas of the program and its goals; the priorities, regulations, and conditions under which the program will operate; and the responsibilities which local education agencies assume in conducting programs, it briefly deals with such topics as: tuition and fees, non-English speaking students, curriculum and instruction, teacher training, program director, guidance and counseling, testing, reporting and evaluating, and budgetary requirements. It offers detailed discussions of various aspects of program operation, including: finance, evaluation, recruiting, certificates and diplomas, preservice and inservice staff development, cooperative ventures, community communications. Finally it covers filling out regular reports, including: program proposal, monthly statement of expenditures, professional staff qualification, organization report of classes, monthly student attendance forms, annual program report; annual expenditure report, and sample forms. Seven appendixes comprise one-third of the handbook. (JR)

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# HANDBOOK OF

# ADMINISTRATIVE POLICIES AND PROCEDURES

# FOR DIRECTORS OF

# ADULT BASIC EDUCATION

# IN

# MASSACHUSETTS

Written by: Karl Borden

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PRODUCED BY

THE ADULT EDUCATION PROGRAM

SCHOOL OF EDUCATION

UNIVERSITY OF MASSACHUSETTS

AMHERST, MASSACHUSETTS

June, 1974

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# INTRODUCTION

# INTRODUCTION

The United States Census of 1970 indicated that there are 49 million adults who make up the Adult Basic Education Clientele. That same census found that there are over one million adults in the state of Massachusetts in that category. The purpose of this handbook is to simplify the routine business of beginning and/or operating an ABE program. In it you will find copies of all the forms associated with ABE in Massachusetts, explanations as to how to complete them and when and to whom to submit them, procedures and suggestions for a local financial accounting system, and other suggestions and guidelines related to such areas as guidance and counseling, recruiting, teacher training and evaluation, student eligibility for diplomas and certificates, and other matters. The ABE Unit of the Massachusetts Bureau of Adult Services sincerely hopes that this handbook will be of use in enabling you to better serve our state.

Human needs and human aspirations toward something better are two fundamental reasons for the existence of adult education programs in Massachusetts. Since the very earliest days of the Commonwealth, Massachusetts has shown a deep and lasting concern for the improvement of its citizens through education and training. Massachusetts today has among the best educated populations in the nation, but it is composed

of many different kinds of persons with a tremendous number of complex demands and needs to be derived from continuing education. The Department of Education and the local school districts must provide adult education programs that are wide in scope, sufficient in depth, and responsive enough to change to cope with the challenges of a rapidly advancing society.

School administrators responsible for adult education programs must plan for a diversity of interests, experiences, and motivations among their students which transcends the interests and experiences typically found in day school pupils. The public to be served is composed of individuals who differ markedly from one another in educational interests, community position, educational background, age, and motivation. The instruction provided must be thoughtfully organized and pursued by the student in a systematic manner toward the objectives of economic self-sufficiency, civic responsibility, effective family living, and productive human relationships.

Adult Basic Education as a Federal program was iniated by the Economic Opportunity Act of 1964, Title II, Part B, Public Law 81-452, and was amended in 1966 by Public Law 91-230. The mission of adult basic education is to educate those over the age of sixteen "whose ability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their ability..."[1] with a view:

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1. Definitions, Section 303 of the Amendments to the Elementary and Secondary Education Act of 1966.

> to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.[2]

In the process of endeavoring to upgrade marketable and functioning skills, the objectives of the program are to improve listening, speaking, reading, writing, and computational skills. These subjects should not be taught as isolated units, but should be taught so as to develop the person into an informed, responsible citizen who is better able to achieve his potential as a person.

Adult Basic Education is administered by the U.S. Department of Health, Education, and Welfare through the Office of Education, which established a state grant program on a matching fund formula. Adult education classes within the state of Massachusetts are established by contract between the Massachusetts State Department of Education and the local public school districts.

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2. Ibid.

# PLANNING

# YOUR

# PROGRAM

# DEMOGRAPHIC SURVEY OF THE POPULATION

In order to plan your local adult basic education program, it is necessary to gather a large body of information concerning your community. Adult basic education programs are far from all alike. They may differ considerably depending on the educational, religious, political, and ethnic make-up of the sponsoring community, and may or may not have a variety of parallel organizations upon which to rely for program support.

Following is a suggested sequence of events for your data-gathering. Remember that good planning and decision-making is always based on a full understanding of the situation. We want to create programs that will meet a real need, and at the same time not duplicate goals and efforts that others are already persuming. This is information that is helpful to the smooth operation of your program:

1. Find out what public agencies, programs, and institutions operate in your community to serve the population in areas of health, housing, welfare, child care, employment and manpower development, recreation, cultural activities, and educational services. Funds to sponsor them may be from federal, state, or local sources; these will include community and public health programs, hospitals, drug abuse programs, urban renewal programs, public housing projects, welfare departments, employment and unemployment agencies, job training programs, Vista projects, Head Start programs, day care centers, park and recreation center programs, museums, art galleries, libraries, penal institutions. The mayor's office may have information on state and locally supported public service agencies and programs. Departments in your state government in

charge of health, housing, education, and matters of public welfare will be able to put you in touch with their agencies and programs operating in your community.

2. Find out what private organizations, institutions, and informal interest groups exist in your community. There will be organizations for many purposes; religious, athletic, agricultural, conservation, hobby and avocational, fraternal and ethnic, public affairs, political, consumer, etc. Sources of this information are phone directories, Chamber of Commerce, reference section of public library, mayor's office, church leaders, local community leaders.

3. Once you have found these public and private organizations, do the following:

   a. Determine their source of funding, the purpose they serve and the people they reach. Examine their relationships to each other (common membership, leaders, shared programs, etc.)

   b. Find out whether they have any programs for adult education or training.

   c. Plot their location on a community map noting whom they serve.

   d. In your directory, record the name of the organization, address, person in charge, and phone number.

4. Determine the characteristics of the adult population in the community. What is the breakdown of population by age, sex, ethnic background, income, employment, occupation, and educational attainment. A publication entitled General Social and Economic Characteristics, 1970 Census of Population, published for each state by the U.S. Department of Commerce, Bureau of the Census contains statistical data particularly relevant to ABE program considerations. The report is available in most library reference rooms or it may be purchased for $4.25 from one of the following:

   Superintendent of Documents, U.S.
   Government Printing Office in
   Washington, D.C.

   U.S. Department of Commerce Business
   Services Field Office in Boston

   U.S. Government Printing Bookstore
   in Boston

This publication provides an ABE director with one of the best sources of information about the social and economic characteristics of persons living in metropolitan areas, places in specified population ranges, and countries. The following outline suggests entries of particular interest and value to ABE directors. It is based on tables for places of 10,000 to 50,000. Other tables provide similar, separate data for various ethnic populations. Tables for areas and places of 50,000 or more are more detailed and organized in a somewhat different manner. Tables for places of 2,500 to 10,000 are less detailed. The county-by-county section includes tables with separate data for rural non-farm and rural farm populations:

**Social Characteristics**
Mother tongue

**Educational and Family Characteristics**
Years of school completed; male and female, 25 years old and over

**Employment Characteristics**
Employment status; male, 16 to 21 years; not enrolled in school; not high school graduate; unemployed or not in labor force
Labor mobility; male, 30 to 49 years old in 1970; non-worker vs worker in 1965 and 1970

**Occupation and Earnings**
Occupations of employed persons
Median earnings of employed persons for selected occupation groups

**Industry of Employed Persons and Occupation of Experienced Unemployed Persons**
Last occupation of experienced unemployed; male and female, 16 years old and over

**Income and Poverty Status in 1969**
Income less than poverty level
Income less than 75 percent of poverty level
Income less than 125 percent of poverty level

5. Learn who your local leaders are. Acquaint yourself with community leaders--mayor, city council members, school board members, and civic leaders. Select people who work in their offices or on their staffs who can serve as your contacts to these leaders. For example, establish a relationship with the person in your mayor's office who works on educational matters. Keep these people informed on the adult education program and ways it is assisting the community.

REMEMBER THAT CLOSE COOPERATION WITH THE SCHOOL DEPARTMENT SUPERINTENDENT AND ALL OF HIS OTHER STAFF IS VERY IMPORTANT. IN THE FUTURE, YOUR PROGRAM MAY LIVE OR DIE AS A RESULT OF HIS OR HER DECISIONS AND/OR SUPPORT. BE SURE TO SOLICIT ADVICE FROM THE SUPERINTENDENT'S OFFICE AND KEEP THAT OFFICE INFORMED OF YOUR PROGRESS.

# CREATE AN ADVISORY BOARD

During your tenure as program director, you will have both the opportunity and the need to interact with many people in your community. One of the most crucial factors affecting the success of an ABE program is the extent to which community leaders and parallel organizations offer their support. One way to ensure a certain level of participation and support from your community is to organize an advisory board to assist you. Choosing the members of that advisory board should be a carefully considered task. Include those men and women of influence who can be of assistance to you, but also include persons from the ranks of the community, to lend diversity of opinion to the board. Of course, you want to choose those whom you anticipate being supportive of your program. Basically, there are two questions you must address. You must decide who should be represented on your advisory board, and how you would like your board to operate:

1). Who should be represented?

a) Refer to the directory you have created of public human resource organizations and programs, private organizations, employers and unions, trade, business and commercial organizations.

b) Call on the people in charge of these organizations and programs. Visit them to explain the Adult Education Program. Select those who are helpful, interested, and effective in their own operations to be on the Advisory Board.

c) Contact and visit local leaders or their representatives. Choose those who can be helpful in marshalling program support and resources to be on the Advisory Board.

d) Select representatives from community populations to describe the educational needs of their group.

e) From personnel who have previously served as adult education teachers, counselors, and paraprofessionals, select representatives for the Advisory Board.

2. How shall it operate?

a) Consider having two Boards--one composed of representatives from community populations, the other of local leaders, public and private organization representatives, employers, union and business organizations.

b) The Board could be organized to function in task force to make recommendations regarding local educational needs and the type program to meet these needs.

c) The Board could function only to advise you on the accuracy of the educational needs identified for the community and the appropriateness of the program design to meet them.

d) The Board could function to strengthen the community support for the adult education program by giving it visibility and creating financial support.

Use your advisory board wisely. Don't glut the members with detail, but inform them routinely of the operations of the program. Make use of their input especially during the planning stages of your program where you will need advice and sound criticism of your plans.

# DETERMINE THE EDUCATIONAL NEEDS OF YOUR COMMUNITY

By now, you have a good idea of the demographic make-up of your community. Now is the time to sit down with your advisory board and share the data you have gathered. Together, you can arrive at some decisions as to the types of educational needs that you perceive in your community, and how you intend to meet them. For example:

1) You will want to examine your data to determine the ethnic and national composition of your potential clientele. Do you have a community with a particularly large number of foreign born? What percent? Are they physically scattered, or do they generally live in one area? Do you perceive a need for an English as a Second Language Program?

2) Does your data indicate that you have a significant number of functional illiterates in your community? Is there a pattern to their location within your city? What are the implications of these data for program location?

3) Is there a large factory situated in your city that operates around the clock? If this is a major employer, do you anticipate a number of students to be drawn from the ranks of its employees? If so, what are the possibilities for early-morning or afternoon adult school sessions? What are the implications of these data on program location? (It's tough to hold adult classes in a high school during the day).

4) What is the general educational attainment in your community? Do you anticipate a call for high school preparation? If so, what kind of preparation do you anticipate being in demand? Is there a G.E.D. testing center near you? What arrangements can you make with your local school committee in regard to issuance of an adult High School Diploma? (See Section IV-D)

5) How do local employers view the educational needs of their employees? (Your advisory council may be of particular help here.) How important to them is a high school diploma in considering employees for advancement? What are the implications of this importance (or lack of importance) for the emphasis within your projected programs?

Obviously, a great number of factors need to be considered. The mass of data you have collected must be brought together to form a comprehensive view of the educational needs of your community. These needs may range from basic skills to secondary preparation to English language training to consumer skills to career counseling.

Remember, at first you are just identifying needs. There may be a long list, and you may not be able to meet all of them within the limited budget and scope of your program. But until you have identified all of your communities' adult educational needs, you will not be able to give priority to any of them.

# CHOOSING YOUR PRIORITIES

You should now have, in addition to a large body of data concerning your community, a list of adult educational needs in your community as perceived by yourself and your advisory board. That list of educational needs may be very long and, as stated in the previous section, far beyond the scope and budget of your fledgling program.

Now is when you must sit down, and again with the counsel of your advisory board, decide on your program's priorities. You must decide which community population to serve and which needs to address. These are not always easy decisions, and invariably have numerous philosophical and political implications. It is for this reason that it is important that they be made in concert with your advisory board of community leaders. If questions later arise concerning the priorities chosen, you as the program directors will not have to take the full load of justification on your shoulders. Use your advisory board to full advantage.

Some of the questions you and your advisory board will want to answer are:

(1) Which populations have greatest need for the program

(2) Which populations are receptive to the program

(3) What needs can your program reasonably expect to address

Be sure that you consider the legislative guidelines (see Introduction) for Adult Basic Education Program funded by P.L. 91-230, as well as the guidance offered by the Massachusetts ABE State Plan (copies available from the ABE Unit, Bureau of Adult Services).

# DESIGNING YOUR ADULT EDUCATION PROGRAM

In designing your specific adult education program, there will be a large number of things to consider. It will be possible to address only a few of the most important of these and offer some comments or possible questions that you might consider in regard to each:

## PROGRAM LOCATION

You will want to spend some time considering the alternatives available in basic educational delivery systems. Perhaps, of course, you are restricted by local conditions to a single option, such as an evening program housed in your secondary school. If this option is the only one you have, then of course you must make the best of it. Other possibilities for adult instructional delivery systems include:

a) Decentralized sub-programs housed in churches, community-centers, banks, libraries, hospitals, penal institutions, old-age homes, places of employment, etc.

b) Local T.V. or radio offerings if local time is available. Especially true if local cable television exists.

c) Home visitation programs for the elderly, the invalid, or the shy.

d) Correspondence programs. Especially if you are working with a county-wide organization that has a large territory to cover.

e) Adult learning center(s). Buildings specifically designed (or redesigned) for use as an adult instructional setting.

You will also want to consider such factors as the ethnic and demographic distribution of your ABE clientele throughout your community in determining your program location.

## TIME

In every community, large or small, there are workers and homemakers who are unable to attend evening classes due to work schedules or home responsibilities. Schedule morning, early afternoon, late afternoon, and weekend classes--as well as evening classes--to make opportunities available to all adults. If the district now has only evening classes, consider adding one or two daytime classes and gradually build a balanced program of daytime and evening classes or learning laboratory hours.

## FINDING FACILITIES

No matter where, or in how many places, your program will operate, there are some basic considerations to keep in mind when locating facilities. Among them are:

a) Is there adequate lighting, furniture, heat, washroom facilities, maintenance?

b) Is there adequate space for the number of people you anticipate serving?

c) Is there office space available for administrative requirements?

d) Is the public transportation system adequately available to the population you intend to serve?

e) Is there adequate parking?

f) If you are trying to reach certain populations during the workday, are your facilities near their employment?

g) Is the area one in which your clientele will not be hampered by considerations of personal safety during the day or night?

h) Is the setting and arrangement of space adequate for the type of instruction you envision? Individualized instruction and learning laboratories require different kinds of space than group or classroom instruction.

i) Is additional space available for support services such as counseling?

j) Check with your local building inspectors. He can tell you what requirements exist for facilities of this sort. This is very important. Did you know, for instance, that in most cities public buildings must have certain floor-load characteristics not usually met by wood-frame structures? Your building inspectors will be happy to help you avoid future problems.

k) Is the location and the physical set-up of the building adequate to insure security for your property and employees? Is the expense within your budget? Are locks and systems adequate to prevent or detect burglary and/or vandalism?

## HIRING YOUR STAFF

Most likely, you will have primary responsibility for hiring your own staff. Depending on the size of your project, this may or may not be a time-consuming procedure. You have already determined, in making your program proposal, the instructional and support staff you will need.

Everyone has his or her own approach to the question of hiring. It would certainly be impossible to summarize here such a complex decision in a manner that would be acceptable to everyone. Remember, however, that the quality of your program is more dependent on the quality of your staff than on any other single factor. Take your time, and know the qualities for which you are looking. Some factors you may want to take into account are:

a) experience-in adult education
in related fields

b) references

c) training as an adult educator (see Section )

d) the ethnic makeup of your projected clientele (if you anticipate a large number of Spanish-speaking students, it might be wise to have at least one Spanish-speaking instructor)

e) personality

f) familiarity with curricular materials

g) hours of availability

h) background in E.S.S.

i) experience in G.E.D. preparation programs

j) training as a reading specialist

k) knowledge of elementary and/or high school arithmetic and mathematics.

l) an understanding of the special needs of the A.B.E. population. A love for diversity and a desire to assist people on a friendly basis.

It is possible that you may not wish to be persona-ly responsible for staff selection. This decision is a matter of leadership style, and must be reached in conjunction with your school superintendent. If you decide that you wish to share this responsibility, you will want to appoint a hiring committee. Possible members of such a committee would be: school committee members, potential students, other staff, system teachers, community leaders, yourself and others.

Another possibility is to utilize the school district's personnel office. This, however, would take the decision entirely out of your hands and could have significant influence on your future relationship with your staff.

## PLANNING CURRICULUM

Once again, the question of curriculum planning is a complex one that can only be briefly touched upon here. Offered are only general comments and suggestions that may serve to give some initial directions:

1) Set Program Goals

a) Review the general goals for adult basic education as set out in legislation (see section III), guidelines (see introduction) and state plans.

b) Create local goals based on the population you will serve and the needs you wish to meet.

c) Formulate your goals in specific terms. Example: "The participants in the Adult Basic Education Program will learn how to use the services of the Legal Aid unit in their community. They will discover how to go about contacting, meeting with, and following through on a case with legal aid lawyer."

d) Report your program goals to your advisory board. They may have helpful additions.

e) After such goals have been formulated, you can then sit down and design activities and learning experiences to meet them.

2) Plan the Curriculum

a) If your community has previously had an adult education program, analyze the effectiveness of the curriculum that was used. Talk with participants, teachers, counselors who were involved with the program to get their evaluations.

b) Look at the curricula that other programs use. Talk with other adult education directors; visit their programs.

c) Base your curricula on the types of needs you are meeting. The different groups you are serving will need a curriculum adjusted to their needs. Adults with little educational background, adults learning English, and adults working on their secondary credential will require different types of instructional activities.

d) Try to plan the curriculum by creating learning situations that draw from the life experiences of the participants. Adults bring with them a large store of experiences that can serve to demonstrate and illustrate their lessons. Make full use of this rich source. Examples: Thematic units can be organized around performing tasks such as marketing, renting an apartment, child care, getting a job, coping with employees, buying on time, etc.

e) Centralized and decentralized program structures may require different curricula: Centralized programs might offer several categories of classes--reading, math, coping skills of various sorts--as well as learning laboratory requiring programmed materials, equipment and space for working individually, and tutoring assistance.

Decentralized, mini-programs operating in various locations will need curricula easily adaptable to many settings. Well-organized, portable materials of an inexpensive nature will be helpful.

NOTE: It is not appropriate to cite examples of specific, commercially-available materials here. Please refer to Appendix VI for a complete list of materials on the market. Please keep in mind that the Bureau of Adult Services is not in a position to endorse any specific product.

3) Determine Methods of Instruction

Different methods of instruction may be appropriate to various participant groups. In addition, methods of instruction will tend to differ according to the nature and size of your program. Learning Centers have generally followed a pattern of high individualization (with some no table exceptions). Individualization is more difficult to accomplish in a small, part-time program. It has been done, however, through the creation of small, "mini-learning-centers," where participants drop in to the "classroom" any time during certain hours. Individualization, however, may not always be appropriate. Some client groups, and some

physical arrangements and subject matter (such as E.S.L) are better dealt with in a group.

a) Consider the uses of forming small groups in the classes with the teacher functioning as a resource person.

b) Weigh the possibility of allowing participants to choose the content and pace of their learning experiences.

c) Incorporate learning activities such as field trips, demonstrations, and guest speakers. Draw from community resources to plan these. Use the community as a laboratory and plan learning experiences in its museums, art galleries, markets, government offices, courts, etc.

4) Balance Your Materials. Encourage teachers to maintain a balance between professional and informal instructional materials. Most ABE materials are prepared professionally and meet the essential technical requirements for good reading and arithmetic instruction. Many commercial reading and arithmetic materials relateto the everyday personal problems of adult learners, but careful selection is essential.

Before a wide variety of commercial materials became available, many teachers used informal materials such as income tax forms, employment application forms, installment sales contracts, food andconsumer goods labels, loan company advertisements, daily newspapers, and telephone books. Many teachers still believe that informal instructional materials are effective for use in conjunction with professionally prepared materials. The use of informal materials should be encouraged, not dismissed as being obsolete. Im some instances, informal materials are closely related to the everyday problems of students.

One example is the "Language Experiences" approach, wherein the student learns to read using a story or material that he or she has

dictated to an instructor, drawing from his or her own experience to create the material. The students are there learning to read within their own vocabulary, and are working with material that is meaningful to them.

## EVALUATING MATERIALS

The evaluation of instructional materials and equipment can be part of teacher inservice education. The risk of unused or improperly used materials and idle equipment is substantially reduced when teachers are directly involved in evaluation and final selection.

** Encourage teachers to investigate, analyze, and try out new instructional materials and new types of audiovisual equipment.

** Place sample instructional materials in the ABE professional library or resource center. Urge teachers to examine them.

** When teachers feel that a certain instructional method or approach has possibilities for the improvement of instruction, arrange for trial use of that idea. Encourage other staff members to observe and discuss the method informally.

** When a piece of equipment appears to be highly satisfactory, have participating teachers demonstrate its use at an inservice meeting. "Hands-on experience" for all teachers, especially with new audiovisual equipment, should be part of the demonstration.

** Evaluation of materials, equipment, and the proper use of instructional tools should be an ongoing process.

** Do not attempt to evaluate and select materials and equipment solely at the administrative level. The sheer volume available makes such a procedure impractical. Furthermore, teachers frequently challenge new instructional methods and materials when they are not involved in the evaluation process.

** Work with teachers in the development of a checklist for evaluating materials and equipment. The checklist should be built around the special characteristics of ABE programming, for example:

Are the backgrounds and needs of ABE students recognized?

Are the learning activities related to the interests of ABE students?

Is the vocabulary satisfactory for ABE reading levels?

Are the directions clear and simple?

Is further study on the part of the student encouraged?

Can the student move ahead at his own pace and achieve maximum progress?

Is the material constructed with short-term goals so that the student can feel a sense of accomplishment after each use?

Are suggestions for instruction provided for the teacher?

Are the mechanics of the materials, such as the size of the print and the layout of pages, suitable for ABE students?

Are pretests and post-tests available?

** Include the mechanics of equipment operation in the preservice training program. Keep extra copies of equipment manuals in the library or resource center.

** Evaluate methods and techniques at least once a year. Do they improve student progress? How well do adult students like particular methods or materials? Teacher enthusiasm for a method sometimes overshadows facts about student progress or how well students like certain materials. An evaluation of an experimental program is essential before moving to full-scale use of the materials or equipment.

RULES

AND

REGULATIONS

# RULES AND REGULATIONS

The following pages describe the program and its goals, the priorities, regulations, and conditions under which programs will operate, and the responsibilities which local educational agencies assume in conducting programs.

Funding decisions are made in accordance with the merit of individual applications as evidenced by the degree of program planning, community involvement in the planning, the feasibility of the program design for meeting the educational needs of the adults to be served, the ability of the applicant agency to satisfy the regulations and conditions set forth in these guidelines, and the relationship of the proposed program to the priorities, terms, conditions, and objectives of the individual programs under which monies are requested. The planning process is a requisite to effective programming. Planning should be the mutual effort of the community and the educators. It begins with a determination of the community's social, political and economic climate, with an emphasis on unmet educational needs and desires.

1. PROGRAM PRIORITIES

Such criteria and priorities are designed to assure that first priority is given to programs which provide for instruction in speaking, reading, or writing the English language for persons functioning at the fourth grade level or below. Second priority is given to such instruction for persons functioning above the fourth and through the eighth grade level. Third priority is given to such instruction for persons functioning above the 8th and through the 12th grade level or its equivalency.

In determining whether the need for adult basic education has been met in a particular school district or other area the State agency considers among other factors: (a) The degree to which the responsible educational agency has made available the opportunity for all adults functioning below the eighth grade level to participate in adult basic education programs; (b) the degree to which the responsible educational agency has utilized the most recent State and county statistical and census information regarding adult educational attainment.

2. COOPERATION

The task of locating the undereducated adult and encouraging his or her enrollment and attendance in adult classes requires the active cooperation of both federal and state agencies, civic organizations, and adult leaders in the community. The director of the program should ascertain which individuals, organizations, and agencies may be of assistance to him or her in identifying the undereducated adult, as well as be in a position to recruit and refer students to the program.

3. ADVISORY BOARD

In order to assure that the program is meeting the needs of the local community, it is recommended that an advisory committee be appointed to provide the program director with additional knowledge of the adults to be served. An advisory committee is an advice-giving body assisting the program in meeting its proposed objectives. A majority of the adult schools already have advisory councils. These may also serve to assist the director of the adult basic education program.

4. TUITION AND FEES

Tuition and fees, if any, collected from students enrolled in other adult education programs, may not be included as part of the Federal or non-Federal expenditures under the State plan.

5. SHARING OF EXPENDITURES

The sharing of expenses includes any State or local educational agency monies expended for the purposes delineated under "Eligible Cost," any any State or local educational agency monies expended for Adult Civic Education, a program of basic education in effect in

Massachusetts since 1919. Adult Civic Education is considered a component part of the total Adult Education program for purposes of reporting, and expenditures related to this program are considered eligible to be counted for sharing purposes only if such expenditures related to this program are considered eligible to be counted for sharing purposes only if such expenditures meet with the criteria established in "Eligible Costs.'

6. INSTRUCTIONAL HOURS

Classes should be conducted in accordance with the organizational pattern of the local agency. In a learning center, it is recognized that instruction is often on an individualized basis. In any class, at least four instructional hours per week for a minimum of 30 weeks must be provided.

7. NON-ENGLISH-SPEAKING STUDENTS

Non-English speaking adults enrolled in the ESL-ABE classes must give assurance of commitment towards achieving those goals as outlined in the Instructional Areas towards competency at the eighth grade level through standardized testing. A student will also be considered graduated when he attains competency at the eighth grade level by standardized testing. In other words, the learning goals persued by ESL students must encompass a broader academic range than merely learning English. The student must have a committment towards achieving academic competency at the eighth grade level in the areas described in section 9.

8. CURRICULUM AND INSTRUCTION (see section II E)

Generally there must be three levels of instruction for both native born and ESL-ABE adults: the beginning level, grades 1-3; the intermediate level, grades 4-6; and the advanced level, grades 7-8. Students demonstrating skills at or above the 7.5 grade level may be considered either adult basic education or preparatory high school equivalency students.

9. CONTENT AREAS

Reading--Students enrolled in the ABE Program must demonstrate a statistically significant increase in reading performance scores as measure by standardized testing.

Mathematics--Students enrolled in the ABE Program must demonstrate a statistically significant increase in mathematical performance scores as measured by standardized testing.

Social Civic Concepts--Students enrolled in the ABE Program must

demonstrate additudinal and behavioral changes in their roles as parents, producers, consumers, and citizens as measured by structured teacher and/or counselor interview.

English as a Second Language in Adult Basic Education--Students enrolled in English as a Second Language classes in the ABE Program must demonstrate the ability to understand and speak communicational English with 90 percent accuracy those basic patterns of language syntax and structure practiced in class as measured by teacher-constructed oral tests.

10. TEACHER TRAINING

Each program must provide pre-service and in-service programs for teacher training. The program director is responsible for initiating these programs, and a special section in the program proposal is provided for these expenses. A three-year Staff Development Region I grant by the U.S.O.E. has been awarded to the University of Massachusetts for providing professional training in Adult Basic Education. Through the coordinated efforts of the University and the ABE State Office goals have been established for effecting professional growth. You should feel free as a program director to call on the University and the State Adult Basic Education Office for assistance in providing pre-service and in-service training for your new experienced staff. Assistance can be offered in the form of on-site trainers, conferences, materials, programmed audiomodular packets, reviewing program curricular materials, planning for college courses in adult education curriculum and methods, providing evaluative services, and conducting other special activities directed at the improvement of resources for the training. (see section on IV, E & F).

11. PROGRAM DIRECTOR

The local agency has the responsibility for appointing a qualified principal adult education administrator (program director).

12. TEACHER QUALIFICATIONS

a. Massachusetts State Teacher Certification.
b. Completion of such pre-service and in-service courses as may be required by local and state policy.
c. Waiver of "a" and "b" may be granted in exceptional or extraordinary circumstances.

13. ASSOCIATE PROFESSIONALS

The local program has the responsibility for determining the qualifications of associate professionals.

14. ADULT EDUCATION LEARNING SPECIALISTS

From time to time, local agencies may need adult education learning specialists. Such specialists may be in the areas of curriculum development or coordination. The local agency in cooperation with the state agency, shall share responsibility for determining qualifications of such specialists.

15. GUIDANCE AND COUNSELING

Each basic education program will provide guidance and counseling services for the adults. The under-educated adult presents a host of values, attitudes, ideals, interests, capacities, aspirations and problems which need to be bridged, reconciled and solved. The purpose of guidance in adult basic education is to assist each student to develop realistic ideas and images of himself or herself; to discover opportunities in the world; and to help or her formulate, plan for and achieve realistic goals with ever increasing self-direction. Therefore, the student should learn about himself or herself, learn about opportunities in education and employment, develop sound habits and social relationships, and make and carry out plans. In small part-time programs such services are probably best accomplished by instructors in the classroom situation. Full-time learning centers are required to employ a counselor. The administrator, teacher, and guidance counselor should plan cooperatively and meet frequently so that they may better understand what each is able to do for the student. A suggested list of concerns are as follows:

individual counseling
group counseling
orientation
testing (placement-achievemnt-diagnostic)
use of testing information
grouping
individual personnel folders
attendance
progress reports
appraising performance
certification and graduation

The guidance counseling program must be concerned with much more than the collection of test results and the recording of student progress. It must concern itself with the individual student, his or her needs, progress, and problems at school, home, and work. Most important, it must provide assistance in resolving such problems.

16. TESTING

Testing is essential to determine the level of the incoming student, to diagnose his or her educational needs, and later, to measure growth.

17. REPORTING AND EVALUATION

All federal programs require reporting and evaluation systems designed to justify the expenditure of monies in terms of program accomplishments and the attainment of program goals. Programs will be expected to submit all required program and fiscal reports with a view to program accountability and improvement.

Local educational agencies, other state governmental agencies conducting programs will submit to the Massachusetts Board of Education such periodic reports on such forms and containing such information as the Massachusetts Board of Education may require to systematically carry out its responsibilities under the State Plan, and will keep such records, afford such access thereto, and comply with such other provisions as the Board of Education may find necessary to approve the correctness and verification of such reports.

Data will be collected periodically and systematically from individual student records, records of attendance, achievement scores, teacher and supervisor reports and other sources of information in compliance with Federal and State Laws concerned with confidentiality that will permit evaluation of the Adult Education program.

Each program will be supervised by personnel of the Massachusetts Board of Education, and reports of progress will be made as directed by the Massachusetts Board of Education.

See Section IV for complete information on how to prepare regular reporting forms.

18. LOCAL ANNUAL PROGRAM PLAN

By February 1 of each year, the local agency will prepare the local annual program plan for the following fiscal year. The local agency shall utilize the appropriate forms as they appear on section .

19. BUDGETARY REQUIREMENTS

a. The fiscal year extends from July 1 to June 30. When a proposal is approved, unless notified otherwise, four quarterly payments will be made during the course of the fiscal year. Each payment will be approximately one-quarter of the total amount allocated for the program.

b. Bonafide expenditures and encumbrances made under accounts payable on or before the end of the fiscal year must be liquidated within the following twelve month period. If a program is not refunded the subsequent year, all capital items and instructional materials bought with Federal funds are to be returned to this office following a fiscal audit review.

c. At least half of the total budget will be for instructional salaries.

d. The purchase of any capital non-instructional items costing $200.00 or more must be specifically approved before purchase. An inventory of such capital items will be kept, both with the local agency and with the State agency.

e. Accounting records should be available for inspection on a week's notice.

f. Categorical transfers of monies after a budget is approved will be allowed up to 10%.

20. ELIGIBLE COSTS

a. Salaries, wages, and other personnel service costs of permanent and temporary staff employees, members of advisory groups and consultants for the performance of services reasonably related to programs, services, and activities under the State plan, including:

1. the costs of regular contributions of employers and employees to retirement, workmen's compensation, and other welfare funds, and

2. payments for leave earned with respect to such services, including educational leave: Provided, that such leave is approved in advance by the state agency and is in conformity with the policy of the state. The fact that funds are used for the salary of an employee on such leave does not preclude Federal financial participation in the salary of the person employed to replace him or her, as long as the replacement is otherwise eligible.

b. Fees, tuition charges, or other payments for the education or training of employees whether or not on educational leave, while attending course, workshops, conferences, or seminars, approved in advance by the State agency for the benefit of programs, services and activities under the State Plan.

c. Conference and travel expenses of staff and consultants. There, too, in accordance with established appropriate State, local or institutional travel regulations and limitations.

21. AUDIT OF EXPENDITURES

The account of participating agencies will be audited by auditors employed by the State Board of Fducation. These audits will be made annualy and copies of such audits will be available in the office of the State agency.

# PROGRAM

# OPERATION

# FINANCE

This section concerns itself with how to handle your program's money: sample accounting procedures, reporting procedures, and general administrative advice. Specific information on how to fill out various state forms is found on section .

The First Thing to Do

As an Adult Education Director, with fiscal and the responsibility for a great deal of money, your first step should be to call your local school district's finance officer (he or she may have any one of a variety of titles, but you know who he or she is) and make an appointment at a time when both of you can sit down for a long, uninterrupted talk. He or she is the person who knows all there is to know about how to handle your program's resources. Local districts vary considerably in their rules and regulations in regard to control of program spending and administration. Following, however, are some general areas about which you will want to question your finance officer:

1. Ordering Material: How do you go about purchasing supplies for your program? Do you make use of a purchase order? What does one look like? How do you fill it out? If not, how is billing arranged? Most importantly:

   a) Is there a price limit for individual items? Most school districts

will set a maximum amount of money (like $100 or $150) that can be spent on a single item without it going out for a bid from various suppliers. Find out what that amount is, and what that amount is, and what the procedures are for asking for bids.

b) To whom are supplies to be delivered? Often audiovisual equipment must be delivered to a central workshop for the entire school district, where it is checked over before going into service. Find out if this is so.

c) Ask if "software" supplies (paper, pencils, ink, erasers) are available from a central supply point, or whether you are expected to order them separately for your own program. This question may have already been raised when you were filling out the program proposal (see Section V-A).

d) Ask what system the school has to maintain inventory of supplies. This is particularly important when dealing with expensive but easily-removed items such as typewriters, cassette recorders, and phonographs. Find out if they can be tagged, and keep an accounting yourself of where they are.

2. Ask about the payroll. Your employees will be coming to you with questions about their paychecks. Perhaps they will feel some mistake has been made, or perhaps they will be concerned about taxes, payroll deductions for savings, insurance or parking, or they will want to know about vacation time, or sick leave. For instance, sick-leave pay is not subject to social-security tax. That bit of information may save some time and administrative bother later when an employee asks why his F.I.C.A. deduction changed last week. Ask your finance officer to explain to you how the payroll system works, and how it doesn't work so that you can do the same for your staff when they ask you.

3. How do you know how much money you have? Ask the finance officer what arrangements are made to inform you of how much money remains for your program to spend. In most cases, when the check from the state arrives, it will be placed in the general fund of your school district. An "account" will then be set up for you within this fund, with the amount of the state's grant as your beginning balance. Periodic reports will be issued you to tell you what you have left to spend. Ask your finance officer:

a) How often will you get these reports?

b) What do they look like?

c) How do you read them? What do these funny signs over here in the corner mean anyway?

d) If your program will be charging tuition fees, and these fees are to be made available for your program to spend,
   **To whom do you give the money?
   **Do you take cash, or checks?
   **How do you give a receipt? Is a plain dime-store receipt book sufficient?
   **How is that income reflected in the periodic reports?

e) Even if that money is not going to be made available to your program to spend (it isn't always), how can you find out, keep track of how much money you've taken in as a talking point with your school committee?

f) Are you expected to respond to the report in any way?

g) Is the report according to just one lump sum? Or is it broken down by category of spending, with limits on each category according to your program proposal. In most cases, it will be a lump-sum report, and you will have to keep track of categories yourself, as explained below.

There are, no doubt, a number of other questions that you will think of to ask your finance officer. But remember this cardinal rule:

DON'T SPEND OR ORDER ANYTHING UNTIL YOU HAVE SPOKEN TO HIM OR HER ABOUT THE ABOVE FACTS. You will find that, in most cases, he or she will be more than happy to acquaint you with administrative procedure, and will be appreciative of your asking for advice before proceeding.

# KEEPING ACCOUNTS

In part, the ABE Director's function is to receive funds, order equipment and supplies, pay salaries, pay bills, maintain records of all transactions, and make regular reports to the ABE unit of the Bureau of Adult Services.

To carry out these functions in a business-like manner, the Bureau of Adult Services would like to recommend a simple, uniform accounting system. The purpose of suggesting this method of record keeping is to assist those directors who are relatively unfamiliar with accounting practices, and at the same time to assure an accurate reporting system for the purpose of annual audits. The system is meant to supplement, not replace, any local accounting system offered by your school department. It represents a minimum of information which should be maintained by the Director. If your program is large and its finances complex, it is urged that you devise, with the assistance of your local accounting office, a more advanced system.

Recommended Accounting Systems

The basic materials to be used with this system include:

1) Two-page, 14-column accounting paper for recording all monetary transactions.

2) Folders-for use in systematically filing vouchers, bills, receipts, copies of requisitions or purchase orders, and other such documents.

## Sample Ledger Page

The adjoining ledger page gives examples of a few of the entries which may be made in keeping your records.

Description:

Briefly explain each item, recording the date when it occurred. One possible means of describing an item is to refer to an invoice number, a receipt number, or a purchase order number. You may want to provide space to enter a variety of information concerning expenditures, such as invoice number, purchase order number, etc.

Expenditures:

In general, you will want to organize your expenditure columns according to the categories by which you will have to report on the "Monthly Statement of Expenditure" form (see Section V-B). The sample ledger sheet shows a beginning-month balance for each category of which you wish to keep track. As money is expended on each item, enter the amount under the appropriate column. At the end of the month, simply add up all expenditures in each column and subtract the total from the beginning balance to arrive at your new balance.

Reminder: the "Monthly Statement of Expenditures" form asks for information based on monies either actually spent or monies committed but not actually expended. That is, if you sent out a purchase order for equipment, that money, from the Monthly Report's point of view, is already expended and should be entered. If the actual amount is later found out to be different, a correction can be entered with a reference made under "description" to the previous entry (see example). In this way, your totals are likely to differ from those given you by your local school department's accountant.

# EVALUATING THE PROGRAM

An annual evaluation of the local ABE program by teachers, students, administrative staff, and cosponsoring agencies has many advantages, including:

** An evaluation usually results in recommendations for program changes. Furthermore, implementing change is usually easier when those who are directly affected help make the recommendations.

** With annual evaluation, the purpose of the local ABE program is more clearly understood by everyone--including students.

** A self-evaluation of the program provides a valuable inservice activity for teachers.

** Evaluation helps to avoid false assumptions. A high dropout rate, for example, may be blamed on poor instruction. Evaluation may reveal that a poor policy of testing and student placement is to blame or that the time classes are offered are inconvenient for a number of students.

** Periodic reports to the superintendent and the board of education, including recommendations for program improvement, can be substantiated with facts.

** Budget recommendations, based on substantiated facts, are more convincing than recommendations based on opinions.

** Legal or financial restrictions, which critics feel impede the program, can be defended with facts.

A complete evaluation of individual student progress in reading, writing, and arithmetic is essential to relate the purpose of ABE to its effectiveness. Some administrators dislike to test students on the grounds that testing discourages them. Without an evaluation of each student's progress, a director can only say, "We think ABE is achieving

its major purpose. We don't really know."

## Suggestions for Self-Evaluation

The following suggestions should help an ABE director build a self-evaluation program:

** Involve teachers in planning and conducting self-evaluation. The most successful program evaluations are developed by the entire staff on a step-by-step basis.

** Develop and use anonymous student opinionnaires. The student opinionnaire is a practical, inexpensive method of collecting suggestions for program improvement and information about program benefits.

** Plan an annual follow-up of students. Followup can be a part of teacher inservice training. The teacher is usually in the best position to conduct a student follow-up study. Students are more likely to respond to a request from a person they know. As part of follow-up, contact ABE students currently enrolled in other school programs.

** Develop a pretest/post-test plan. Urge ABE teachers to keep individual records of each student's grade-level placement test scores. Also encourage teachers to repeat the entrance test test at the end of the term to determine individual progress.

** Decide what student data to collect. Analyze the data within the limits of available staff time.

** Make maximum use of existing records. Student registration forms, monthly and annual attendance reports, student employment records, and counselor reports provide information that is seldom used to full advantage.

** Have teachers conduct an annual self-appraisal. A self-appraisal by each teacher gives the director an opportunity to discuss individual strengths and weaknesses. Helping teachers to improve their classroom techniques is one of the most important functions of the ABE director.

** Set aside specific times for classroom visitations. First-hand observation is essential. Put visitation times on your calendar and allow nothing to interfere.

** Have each member of the administrative staff, including the director, make an annual self-appraisal.

** Prepare an annual evaluation report for the superintendent and board of education. Include program successes, failures, and aspirations.

** Before the close of the program year, prepare a list of improvements planned for the next year. At specific times during the following year, report to the superintendent and the board of education on the progress made in accomplishing these goals. Substantiate progress reports with factual data.

** At least once a year, make a thorough review of ABE activities conducted in partnership with community agencies. Both partners should present facts and make suggestions for program improvement.

** Complete program evaluation at a time when findings and recommendations for change will be useful in planning the program for the next fiscal year. The best incentive for self-evaluation is stimulation of positive change.

## Implications

Evaluation is often the most neglected phase of school administration. There can be no effective evaluation unless the purpose of the program is clearly understood by everyone concerned. In the early days of ABE, there may have been some excuse for not fully understanding the purpose of the program or not knowing what was being accomplished. Excuses are no longer valid. Directors of every educational program, whether for adults or children, want more funds to serve students. Without effective evaluation at the local level, it will become increasingly difficult to substantiate requests for more ABE funds.

An ongoing plan for local evaluation calls for self-discipline and an objective point of view. But a local approach has many advantages over infrequent formal evaluations by an outside agency.

# RECRUITING

Most people enroll in ABE because they want education for more than the sake of education. Recruiters are frequently asked questions such as:

I have a job, so why should I give up my evenings to come back to school?

Will the time I spend in ABE help me get a better job?

Why should I risk embarrassment by going to school? I'm on welfare.

Will I have a better chance of getting off welfare if I go back to school?

Will I learn how to buy more with my money?

Will I be able to help my children with schoolwork?

A desire for economic security, as provided by a job, is basic for most people. A desire for social approval--demonstrated by an attractive home, an impressive car, a color television set, and other material things--is also important. The ability to read and write is a fundamental need in our society. Potential students will usually enroll if they can be assured that the ABE program will be of direct, personal benefit.

Prospective students recognize that there is a relationship between the amount of an individual's education and the amount of his earnings. Yet, for many people, an education beginning with basic reading and writing seems a long, tortuous process. ABE recruiters must be able to

identify and sell the immediate benefits to be derived from going back to school. A good salesman, or recruiter, can translate buying motives into appeals which will convince prospective students that ABE does have immediate personal value. The recruiter must be prepared to counter every negative response made by the prospective, or student.

Know Your Customers

A knowledge and understanding of potential customers, or students, is essential. This principle applies to both direct and indirect sales methods. Develop an appreciation of family traditions and an understanding of the cultural patterns of potential students as part of the preservice and inservice training for teachers and paraprofessionals. For example, staff members should understand why students with Appalachia backgrounds go "down home" on weekends and holidays. An awareness of potential problems and probably reactions of students is also important.

Know Your Product

The product you are selling is the ABE program. Know what it has to offer. The professional literature encourages directors to establish written objectives. Yet, merely stating program objectives or the purposes of the law will not encourage many people to enroll. Translate objectives and purpose into meaningful terms that suggest benefits for prospective students.

Explain program advantages to prospective students. Convince them that advantages, such as the opportunity to get one's own goals,

do exist. Stating the purpose of the program, in customer terms, provides sales confidence and keeps the recruitment presentation from becoming mechanical.

## Develop a Positive Approach

Direct and indirect selling, with either the spoken or written word, requires a friendly attitude. Personal appearance should radiate warmth; the tone of voice, friendliness; and written communications, appeal.

Use a strong opening. Many salesman, after introducing themselves, use a question to stimulate interest. "Mrs. Jones, would you like to save money on your food buying?" is a stronger opening than, "Mrs. Jones, why don't you come back to school and complete the fifth grade?"

The adult education brochure of Midtown, U.S.A. announces, "On September 12, ABE classes will resume at the Adult Center." Can you imagine a soap company advertising, "On September 12, we will continue to sell detergent XYZ in grocery stores." If ABE is to compete with bowling, television, and other attractive offerings--if it is to overcome the fears and apprehensions of people--program directors must use the same basic principles of selling as company selling a particular product.

Demonstrate the service. In direct selling at home or at the learning center, give the prospective student an opportunity to try out a short lesson at an appropriate reading level. Give the prospect some "hands-on experience" with instructional equipment. Consider developing and using a brief slide presentation to create interest in

the program. The gift of a one-page lesson may create interest and lead to a desire for more lessons.

## Practice Your Sales Technique

Inservice training of recruiters should include opportunities to do the following:

** Role play ways to handle clients who are skeptical, timid, argumentative, or silent.

** Practice telling and showing the ABE story. Photographs and samples of instructional materials have eye appeal. Cassette recordings have ear appeal.

** Discuss ways to convince prospects to visit the program to talk with students and staff members.

** Strengthen recruiter listening techniques. Know what the client is saying.

** Practice countering client objections. Learn to distinguish between an honest objection and an excuse.

** Learn to turn objections into reasons for enrolling. Use role playing with such common objections as:

I can't leave my children to go to school.

It will take me too long to learn to read and write.

I can't afford to take the bus.

I'm afraid I'll fail again.

I'm too old to learn.

## Locate Your Customers

Which sales methods produce the best results in a particular community? The use of an informal survey among students currently enrolled in the program is a common means of determining the most

effective methods. Under the question "How did you learn about the ABE program?", list direct and indirect methods in current use. These may include personal contacts by recruiters; use of printed announcements; radio, television, and newspaper stories; referrals by friends, relatives, case workers, employers, and ministers; and publicity through public libraries, PTA organizations, and so forth. The following means and methods for locating prospective students are based on actual experiences of ABE directors.

Community Partnerships

** Develop partnership arrangements with churches, public and private social service organizations, public housing centers, businesses, industries, and governmental agencies. Partnerships provide one of the best means of selling ABE to large numbers of people.

** Send printed announcements about the ABE program to community agencies that have direct contact with prospective students. Use illustrations. Keep working and sentence structure as short and simple as possible. Avoid the use of educational terms, such as target population, behavioral objectives, or multi-media.

** Publicize the ABE program as a joint effort with other community agencies. In one large city, the public library annually publishes a booklet which lists all local adult education opportunities offered by non-profit organizations.

** Explain and demonstrate the ABE program to welfare department case workers and others who have direct contact with clients.

** Conduct training programs in selling the ABE program for recruiters and volunteers working with community agencies.

** Invite immigrants, either by letter or direct contact, to attend special ABE classes for the foreign born. Names are generally available from the post office or the local Bureau of Immigration. Aliens must register at the post office during the month of January.

** Exhibit and demonstrate new types of adult reading materials and equipment at county fairs, shopping centers, school open houses and other appropriate locations. Staff with volunteers or paraprofessionals. Provide class schedules and enrollment forms.

** Use vacant store windows for displays about the ABE program.

** Make presentations at club meetings. Members of organizations often have direct contact with potential students. Slides, overhead transparencies, and other media should be kept up-to-date and cataloged for presentations of varying length.

** Invite ministers, welfare directors, and others with an interest in ABE students to participate actively in the program. Their degree of interest in selling potential students is usually in direct relationship to their own involvement in the program.

Radio and Television

** Become personally acquainted with directors of local radio and television stations. Maintain face-to-face contact throughout the year, not just once-a-year contact by letter or telephone.

** Radio and television spot announcements should be limited to the amount of time specified by individual stations. Use students as often as possible as announcers. Students often come across better to prospective students than an educator or a professional announcer.

** Have students help plan messages for prospective students. Seek their advice on clarity and understanding.

** Investigate joining with other school districts in the geographic area for public service announcements. Adults can be urged to enroll in one of several ABE programs.

** Give special attention to stations that appeal to prospective students--for example, radio stations that specialize in country and western or soul music.

Newspapers and Other Publications

** Get to know local editors of both daily and weekly newspapers. Keep in regular contact with them.

** Newspaper feature stories about student accomplishments are often more effective than announcements. Human interest stories, which should have the approval of students mentioned by name, help to build pride in the program.

** Many industries publish in-house newspapers or magazines for their employees. Feature stories about employees and general announcements about ABE offerings are usually welcomed.

Within-the-School Partnerships

** Offer ABE classes at an evening adult center in conjunction with job preparatory and non-credit general adult education classes. When ABE classes meet in the same building as other adult classes, much of the stigma of attending "a school for adults who can't read" is removed. Further, the opportunity to prepare for a job in conjunction with ABE may be available at the same location--an important sales point.

** Organize child care centers for mothers of small children. This can sometimes be done through other areas of adult education such as parent education, general adult education, or home economics child care programs.

** Prospective students may call the school to confirm ABE schedules or seek assurance that the program is for them. The basic principles of effective selling apply--including courtesy and a pleasant voice that reflects a desire to help the caller. Keep a list of callers, phone numbers, and addresses. Send ABE sales material to them. Have a recruiter or other staff person make a personal visit.

** Use information provided by school records. Contact high school dropouts and convince them to enroll in the ABE program.

** Invite school superintendents and members of boards of education to visit classes. Set up occasional special visits to include state legislators and congressional representatives. Officials will usually not visit the program unless specifically invited to do so.

Student Contacts

** Encourage ABE students to bring their friends or relatives to the learning center.

** At the close of the program year, ask each ABE student to self-address an envelope. Send each an announcement prior to the opening of the new program.

## Close the Sale

There are several effective techniques for getting client action, or student enrollment. Among them are the following:

** Offer to fill out the registration form for the prospect.

** Contrast the advantages of enrolling in the ABE program with the disadvantages.

** Review the sales points.

** Arrange a visit to the ABE center if the prospect is hesitant in making a decision.

** Accompany the prospect to a counselor or a teacher for another person's sales pitch.

## Implications

Determining the effectiveness of various methods of ABE selling in relationship to administrative time and cost is an essential part of ABE management. Some directors feel that the development of an effective instructional program is the best means of selling potential students, because it results in satisfied customers. Satisfied customers are essential in maintaining enrollment, but they are not enough. Both direct and indirect sales methods are needed to build enrollment.

ABE requires a more intensive sales program than other areas of education. In general, the less education people have, the more encouragement they need to overcome fears and reservations and to weigh the value of returning to school.

How many ABE students are enrolled in the local program in relation to the adults in the community who need the program? To answer this

question, use 1970 census data. If the percentage is low, an improved direct and indirect sales program is needed.

# CERTIFICATES AND DIPLOMAS

The ABE student is often in need of frequent reminders of significant progress in his work. As an ABE director, you have both a right and a responsibility to providethe means for such recognition. One means is to design a number of certificates or diplomas indicating significant achievement by students. You are free to design whatever levels of recognition you like: each grade-level, subject oriented, eighth-grade, etc. Of course, upon successful completion of the G.E.D. (General Educational Development) examination, a certificate will be issued to the new graduate. An example of some certificates designed by other school districts appears on the folliwing pages.

You may want to investigate with your school committee the possibility of providing an alternative to the G.E.D. in the form of an Adult High School Diploma issued upon completion of a number of carnegie-units in appropriate adult curricular material. Such an alternative would have to be offered in conjunction with a local school committee decision to grant such an Adult Diploma. Such factors as work and life experiences, military education and training, and previous high school credits can then all be counted, according to pre-set formulae, towards the high school diploma.

# STAFF DEVELOPMENT - PRESERVICE

Should regularly certified teachers with no preparation for instructing adults and no experience teaching adults be assigned to ABE classrooms or learning centers without preservice training? Most authorities agree that the quality of ABE instruction, especially during the first few sessions, is a critical factor in retaining students. The practice of employing untrained teachers is a serious, perplexing concern of many directors.

Reasons for Concern

The use of untrained personnel is unfair to both teachers and students. Much time and effort devoted to student recruitment, selection of materials and equipment, and other important activities can be nullified. The reasons trained ABE teachers are unavailable provides possible clues to a solution:

** Almost no teacher training institutions have preparation for instructing adults as a part of their undergraduate programs. Several excellent graduate programs are available in adult administration and ABE instructional methods and procedures. However, few teachers work toward advanced degrees in anticipation of part-time reaching.

** Many new approaches to ABE inservice training have been developed in recent years. However, inservice programs on local, state, and national levels are usually designed for practicing teachers. Most research studies and professional writing are concerned with inservice rather than perservice training.

** Summer preservice workshops once provided training for most new teachers. Now, in some communities, as many teachers are employed during the year as in September or October. Learning centers and individualized instructional methods have made it

possible for students to enroll throughout the calendar year. Home instruction programs may begin any time. New classes in partnership with business and industry and community agencies are organized throughout the year--meaning teachers enter the program at different times.

** Continuous teacher employment demands a continuous preservice training program. Group preservice training methods are no longer adequate. Individualized teacher training methods, as opposed to group instructional methods, are a necessity.

** The development and operation of an effective preservice program can be a time-consuming responsibility. Administrators generally agree that preservice training should have a high priority. Yet, many ABE directors serve on a part-time basis and, of necessity, must select their administrative priorities. If only one or two new teachers are employed a year, the director finds it difficult to justify the time and expense involved in a local preservice program.

## Cooperative Solutions

One solution to the preservice problem is to organize and operate a cooperative training program. Many of the barriers to an effective preservice program are removed when school districts within an immediate area pool their personnel resources and budget allocations for teacher training.

Preservice training offered by the local district, or as a combined effort by several districts, might provide new teachers with opportunities to do the following:

** Observe ABE instruction in several classrooms and laboratories.

** Learn the needs of ABE students and ABE instructional methods through use of specially prepared video recordings, audio tapes, films, and programmed instructional materials.

** Study the ABE instructional materials used in local classrooms or laboratories.

** Become familiar with the operation of instructional equipment.

** Become acquainted with the building and its facilities.

** Meet informally with other teachers, counselors, administrators, and other staff members in the local ABE program.

** Read professional growth pamphlets, books, and materials.

** Meet as often as necessary during the training period with the local director or supervisor. Counseling and reassurance to the trainee are essential during preservice training.

** Become familiar with local administrative policies and practices. Teacher reports and unfamiliar classroom or laboratory procedures can be frustrating. If such details are included in the preservice training, the teacher can devote maximum time and energy to instruction during the all-important first days on the job. A teacher handbook and other pertinent materials should be made available to trainees by each participating district.

** Coordinate preservice training with inservice training. During the first weeks in the classroom or laboratory, the new teacher should have daily access to professional assistance if need be. Consideration should be given to assigning an experienced teacher to work with the new teacher during this period.

## Implications

Many new teachers, through circumstances beyond the control of ABE leadership, center the classroom or laboratory with little or no preparation for teaching ABE students. How many adults drop from the program and sacrifice their last opportunity for an education because the teacher is unprepared? No one knows. The time lag between initial employment and the opportunity for inservice training is a void which must be filled if ABE is to function at an effective level.

The employment of teachers on a continuing basis throughout the calendar year necessitates preservice training on an ongoing basis.

This may mean preservice training on an individualized basis rather than through traditional group methods. Individualization of instruction is applicable to teacher preparation as well as student instruction.

Many administrative problems cannot be solved by the director alone, especially not in a smaller community with a part-time director. Cooperative training efforts among districts offer many possibilities for better use of personnel resources and funds. In the final analysis, local directors must assign their program priorities and the importance of preservice training should not be overlooked.

# STAFF DEVELOPMENT-INSERVICE

Many ABE programs have one or more teachers whom the director considers to be outstanding. Few students drop from the classes of these teachers. A majority of the students demonstrate significant improvement in basic skills. Many secure employment as a result of the teachers' efforts. Directors often ask themselves, "What can I do to encourage or stimulate other teachers to this level of teaching competence?" The best available method appears to be a good inservice teacher training program.

## Teacher Competencies and Learning Considerations

The first step in planning an inservice program might be identifying the competencies, or combination of competencies, of outstanding teachers. The following are often recognized:

** Enthusiasm for ABE combined with a strong desire to improve personal teaching competencies.

** A genuine interest in understanding of the adult learner.

** A thorough knowledge and understanding of the subject matter.

** Skillful use of appropriate instructional techniques.

The second step in planning an effective inservice program is to select appropriate learning methods. Consider the following:

** How teachers can gain better insight into problems of ABE Students.

** How teachers' empathy with students can be further developed.

** How teachers' understanding of the subject matter can be improved.

** How all staff members can be motivated toward greater effort.

Deciding how to improve particular teacher competencies should not be too difficult for ABE directors. Teachers learn in the same way that ABE students, doctors, carpenters, and everyone else learns--through observation, participation, inquiry, application, and evaluation. The basic principles of effective ABE instruction apply equally well to training teachers.

The teacher who constantly lectures to students is considered ineffective. Yet, the most common form of inservice training is to bring in a resource person to lecture to teachers on how to improve their instruction. Invariably, in planning and inservice program, the first question is, "What outstanding authorities are available to address the group?" Small group discussions may follow the address to provide an opportunity for teacher participation. This often terminates the inservice training program. There has been no inquiry, no application, and only superficial participation and evaluation. What has been presented may soon be forgotten by the teacher.

To plan an effective inservice training program, a number of factors should be recognized:

** The capabilities of teachers vary. Inservice training should not begin at the same place for all teachers any more than instruction should begin at the same place for all students.

** Training should be directly related to the needs of individual teachers. Some teachers need to improve their knowledge and skill in teaching adults to read. Others need a better understanding of the adult learner. A few will need to be encouraged, or even prodded, into using their full capabilities as teachers.

** A close relationship should be developed between what is to be learned and the selection of a learning method.

** Resource people with first-hand experience in teaching adults should give teachers practical suggestions for immediate use in the classroom or learning laboratory.

** Outstanding teachers in the local program are valuable resource people. Representatives of community agencies who work directly with students in other situations should also be considered.

** Locally prepared video tapes and films can be valuable tools of inservice training and conserve the time and energy of resource people. An ABE professional library should be stocked with carefully selected materials and should be readily accessible to all teachers.

Effective inservice training should have a twofold purpose--helping individual teachers grow professionally and improving the local program.

## Observation and Participation

Observation and participation are the methods most commonly used for inservice training. The following activities illustrate ways in which these two methods can be used:

** Create opportunities for teachers to visit other ABE programs to observe instructional methods, special services for students, and administrative procedures. Observations often provide the seeds for new ideas. Visits can also be reassuring. Teachers may find the local program is stronger than they thought. Hopefully, they will also discover ways to improve their own effort.

** Arrange for teachers to visit community service organizations to learn more about the day-to-day concerns of ABE students. There are dozens of such community service agencies. Since it will be impossible for teachers to visit them all, short interview-type video recordings are possible substitutes. Pamphlets from the Better Business Bureau, Bureau of Narcotics and Dangerous Drugs, Veterans Administration, and other agencies should be available for teacher reference and study.

** Have groups of teachers collect, review, and select professional materials which should be of direct help to individual teachers and inservice planning committees. Few administrators have the time to locate and screen research studies and professional materials which may be of value to teachers. Delegate the task; then make selected materials readily available.

** Give teachers the opportunity to demonstrate their instructional techniques to other teachers. The ability of teachers to develop effective methods and techniques should not be underestimated. Furthermore, teachers often benefit from observing the instructional methods of other teachers in the same program. Demonstrations of effective teaching performance should be handled without embarrassing either the outstanding teacher or the observers.

** Encourage teachers to report suggestions students make for program improvement. Some are excellent.

## Inquiry Approach

Inquiry as a learning method is used less frequently than observation and participation. Yet, inquiry is one of the most important routes to learning. Teachers frequently ask such questions as:

In what way are students' personal problems related to teaching reading ?

How effective are we working with non-readers?

Can we expect people to enroll in ABE just to learn to read and write, or must other services be provided?

Such questions may appear to be a challenge to the competence and authority of the supervisor or director. Teachers who constructively

ask 'Why?" are often responsible for initiating major instructional and administrative improvements. When the true spirit of constructive inquiry is established, teachers will ask such questions as:

Why are ABE students sensitive to certain terms?

Why is one instructional device considered superior to another?

Why don't we have more information about students' financial problems?

Why is student recruitment a major problem?

When teachers study and investigate such questions, inservice training can become a professional growth program dealing directly with major local issues.

## Application Techniques

Problem solving, based on facts, is an important phase of student learning. Problem solving is also important for teacher learning. Most people, including teachers, learn best through solving actual rather than simulated problems. Application may be as simple as "hands on experience" with a piece of instructional equipment under consideration for purchase. Or, application may be as involved as developing a plan for the continuous self-evaluation of the ABE program.

Except in cases of extreme urgency, most directors do not have the time or the energy to develop comprehensive plans for the improvement of instruction. In addition, such plans must be sold to teachers--a task in itself. Curriculum development is an effective inservice

professional growth activity. Encourage teachers to develop a curriculum based on student objectives rather than philosophical or teacher-determined goals.

Beginning teachers frequently have difficulty making the transfer from broad educational objectives to practical student objectives. Give beginners ample opportunity to solve their instructional problems. Review proposed solutions with them. Let them try feasible ideas. Their approaches may work surprisingly well and provide redirection for a program.

## Evaluation

ABE students like to know how they are progressing. Teachers, like students, want to know how much their performance has improved. A common complaint of teachers is that no one ever visits their classes. Teachers have the right and obligation to self-evaluate their own progress regularly and discuss their progress with the director or supervisor. Weaknesses in teaching performances are usually not terminal. The inservice training program provides the opportunity for improvement in teaching performance and an opportunity for re-evaluation.

Inservice training is directly related to supervision of teachers. Teacher self-evaluation can point up weaknesses. Inservice training can help the teacher overcome identified weaknesses and improve teaching performance. The director has the responsibility of helping the teacher follow through in the classroom or learning laboratory.

## Inservice as a Cohesive Force

Many ABE teachers in rural areas work apart from other teachers. The same situation exists in urban areas where teachers work alone in neighborhood centers, public housing projects, or business and industry facilities. Other ABE teachers are isolated in an adult high school or general adult education center.

Taking ABE classes to the students, in both rural and urban areas, is highly desirable. This does, however, increase the need for arranged teacher-to-teacher contacts. The instructional problems and the interests of ABE teachers in rural and urban areas are often similar. Drive-in workshops serving specific geographic areas work quite well.

Interest in Saturday inservice activities has also increased. Teachers of morning, afternoon, and evening ABE classes like to meet together to consider mutual concerns.

## Implications

If educational services for ABE students are to be substantially improved, preservice and inservice training can no longer be considered as perfunctory activities. Time must be provided for such training. Sufficient funds must be budgeted.

Learning is not as simple as pouring water into a bottle. Inservice training, if it is to be more than teacher indoctrination, must be based on a mutual understanding of what the teacher needs to learn. The stage is then set to use every method of learning in a variety of training situations.

Some types of inservice training can be best accomplished in the local school system. Others are more effective if they are provided as a cooperative effort. The trend is for several districts to join together in inservice training and other activities which are mutually beneficial. Such ventures can effectively supplement services offered on a state-wide basis.

Research studies indicate why preservice and inservice training is important. Many formal evaluations of ABE programs throughout the country indicate what needs to be done to improve programs. But it remains for directors to implement ways and means for substantially improving reaching performance.

# COOPERATIVE VENTURES

Cosponsorship of ABE classes under community partnership agreements are mutually beneficial and one of the most effective means of student recruitment. More important, community partnerships can provide students with broadened services in such areas as vocational training, health, employment, and social welfare.

## Partnership Motives

The primary motive of a business partnership is usually profit. The underlying motive of an ABE community partnership is to provide improved services for people. Basic principles for both partnerships are the same:

** The partners work together in a common effort which is expected to be mutually beneficial.

** Each partner assumes a share of responsibility and makes an individual contribution to the total effort.

** The partners agree that in working together they can accomplish more than they could on an individual basis.

** The partnership is based on personal understanding, trust, and mutual agreement as to method of operation.

Why should a school district, which has sufficient funds to operate its own program, become involved in partnerships with other community agencies? Why should a local director possibly sacrifice authority to work with agencies that may be considered competitors? The answer to

these questions lies in the philosophical direction of the local ABE program.

An ABE program needs comprehensive student recruitment, effective counseling, and adult-oriented instructional methods. Partnership arrangements, in both urban and rural communities, can help with these dimensions and add others. Scores of organizations providing health services, public and private employment services, public and social welfare services, and shurch and recreational services have a commitment to undereducated adults.

Several steps an ABE director can take to develop community partnerships are:

** Identify community agencies and business and industrial organizations having a commitment to potential ABE students. Become personally acquainted with the directors of such agencies and organizations. The local United Appeal office, State Employment Service office, Chamber of Commerce, public library, labor organizations, association of ministers, and business leaders can provide names and addresses of prospective partners.

** Call on agency directors to learn the goals of their respective programs, their problems, and their aspirations. Many of these directors will be unfamiliar with the local ABE program. Explain what you are trying to accomplish. Discuss some of the problems of providing health and job placement services. A frank discussion of ABE operational problems, such as finding appropriate daytime classroom space, may suggest a mutually beneficial reason for a partnership.

** Accept qualified directors of community agencies as senior partners, rather than junior partners. When an ABE director is willing to enter into such an arrangement, an important step has been taken in ABE partnerships. Working within the framework of state ABE guidelines, each partner agrees to assume specific responsibilities--student recruitment, counseling, health services, instruction, job placement, follow-up, and other student services.

## Partnership Considerations

Partnership agreements are seldom reached in one contact, and not all agencies will show an interest in a partnership arrangement with the public schools. If there appears to be a genuine interest, explore specific ways in which cooperative efforts would be mutually beneficial. Examples include the following:

** The public housing authority may be interested in having tenants learn about consumer economics and care of household equipment. If ABE provides this instruction, the housing authority may be willing to provide classroom space.

** The local agricultural extension service may be interested in ABE instruction that is related to learning to read instructions for proper use of feed, seed, fertilizers, and farm machinery. The extension office may be willing to help with recruitment and provide some reading materials.

** Restaurant owners, building managers, factory foremen, municipal service administrators, and other employers may be interested because they want their employees to be able to read job instructions and safety precautions. Management may be willing to make some released-time arrangements.

Many considerations are a part of any partnership arrangement. Among them are the following:

** Mutually agree on the services each partner is to perform. Each organization logically performs those services which it does best and is prepared to finance. Recruiting students may be easy for an industry, but locating a certified teacher and selecting instructional materials may be quite difficult. Successful partnerships are usually those in which responsibilities of partners are agreed on in advance and in writing--a good business practice to avoid later misunderstandings.

** Familiarize each partner with the guidelines under which ABE must operate. For example, teachers must be employed by the board of education and supervised by the school system..

** Familiarize yourself with the regulations under which each partner must operate. The most successful partnerships appear to be those in which each partner shares some financial responsibility--such as expenses for student recruitment, announcements, or non-school facilities.

** Be prepared to share success or failure. Some partnerships fail because one partner receives more recognition than the other, especially in newspaper and television reports. One method of eliminating this problem is to collaborate on feature stories, using quotes by both directors. In the final analysis, the ABE director is responsible for serving as many people as possible--irrespective of who receives the credit.

** Maintain a close working relationship with each partner, especially during the organizational and early periods. Even after a partnership is firmly established, schedule regular meetings to evaluate the program and plan improvements.

** Encourage staff members to participate actively in at least one community organization concerned with the welfare of undereducated people. Partnerships are usually based on face-to-face acquaintance and interest in common problems.

** Ask students about potential partners. Students can often provide valuable information about neighborhood organizations.

** Have partners help gear reading materials to specific interests. Industries can sometimes procide easy-to-read, job related materials. Students like instructional materials that have purpose and meaning for them.

** Adapt individualized instruction approaches to the community partnership concept. Many adults cannot attend regular ABE classes due to travel distance, home responsibilities, irregular work hours, or other valid reasons. Under a partnership agreement with a neighborhood organization, such as a church or public library, it might be possible to operate a mini-lab with a trained paraprofessional from the community working under the direction of a teacher. Organize the hours of the mini-lab so that students can come at their convenience.

## Implications

The community partnership concept provides opportunities to take classes either to people in their own neighborhoods or to their places

of employment. Partnerships provide greater flexibility in the scheduling of daytime classes and may help to bring students into direct contact with agencies providing health, employment, and social welfare services. Duplication of effort is sometimes avoided through partnership with community organizations.

Community partnerships often lead to steps beyond the usual direct and indirect student recruitment methods. Partnerships often strengthen rather than weaken ABE programs--provided the primary concern focuses on helping individual students.

The major objection to developing partnerships appears to be time. Many administrative hours are needed to work directly with community agencies. The ABE administrator must set his priorities and use available time wisely. For example, time spent working with agencies and organizations may pay better dividends in student recruitment than time used in indirect recruitment. Hours invested in locating daytime class space in school buildings may be better spent organizing partnership classes outside school buildings.

Developing more effective methods for reaching greater numbers of people who need ABE instruction is a challenge for every ABE director. Therefore, all ABE programs should be moved toward the community concept of total educational involvement.

# COMMUNITY COMMUNICATIONS

The purpose of community communications is to make the advantages of the Adult Education program clear in the minds of those who need it and the importance of it clear for those in the community who support it, both directly and indirectly. The local program director must become informed concerning the best methods and channels of community communication within his area because proper communication with the public is vital to the success of the Adult Education program. The director should consider the most effective, simplest methods of communication available, always bearing in mind that his message is directed to adults.

The channeling of proper, thorough, and convincing information in the right direction is a task of primary and continuing importance to the director. Newspapers, brochures, posters, and letters are always effective. Some communities may use radio and television to help carry their messages. Probably the most effective and most common method is that of word of mouth from those who have received benefit from the program and know its value for others. Each director should examine carefully the feedback in order to direct future communications in the proper manner.

A. Organization and Utilization

1. Public news media

a. Television Stations: Television can be a means of public service. It will explain the Adult Education Program, make spot announcements concerning this phase of education, and give any important announcement of public interest that pertains to thisprogram. These services may be acquired free, since television stations are required by law to use a certain amount of air time for public service; however, the director must ask for this time and give sufficient information to the announcer. Spot announcements can be read in five to thirty seconds; since this time is important, the director must write the announcements and prepare slides that need to be furnished. In areas with a large number of Spanish speaking people, it will be helpful for optimal communication to utilize those television stations which conduct programs in Spanish.

b. Radio: Public service directors will provide free time for statements that are from ten to thirty seconds in length. Generally, the broadcasters prefer that the Adult Education director provide them with prepared materials. A 15 to 20 minute discussion of Adult Education topics followed by a 10 to 15 minute question and answer period can also be arranged.

c. Newspapers: If this medium is approached in the proper manner and used to its greatest effectiveness, there is much to be gained for the success of Adult Education. Publishers are usually glad to print short articles and editorials. Pictures of student's involvement have been found to be extremely helpful. Worthwhile student activities and projects of interest are often advertised without charge. To be effective, advertisements should be strategically placed in the paper. The articles written about the Adult Education Program should be of interest to those in need of training and should be written to appeal to prospective students and arouse their interest for further education. It is hoped, then, that interested readers will decide to enroll in the program. This should pave the way for more vigorous recruitment.

d. Other Sources: Newsletters, bulletin boards, posters, neighborhood shopper's specials, letters, leaflets, pamphlets brochures and handouts can be effective in promoting the Adult Education program. City directories and phone books will contain the names, phone numbers, and addresses of

most organizations. Individuals can assist in the distribution of the above mentioned materials.

2. Organizations

   a. Civic Clubs: Carefully planned speeches by the Adult Education director, Adult Education teachers and Adult Education students are often very effective. One page circulars giving a brief description of the Adult Education Program may be handed out to club members. Posters may be given to businessmen who agree to display them in a conspicuous place. Most civic and service clubs have education committees that may be persuaded to assist in the dissemination of information to the public. The Chamber of Commerce will be able to name both organizations and individuals that may be contacted in the community.

   b. Churches and Church Groups: Some ministers will make announcements or print information about the Adult Education program in church bulletins. Sunday School classes, women's groups, men's groups, and other church organizations are usually willing and eager to do work along this line if they are provided with relevant information.

   c. Women's Clubs: A golden opportunity for assisting educationally deprived persons is available through these organizations. An explanation of the Adult Education program and a request for assistance is all that is necessary to enlist their help.

   d. Special Groups: Community leaders in the various segments of each locality may provide valuable information and give their assistance. Most communities contain special groups and organizations that can be utilized for aiding the Adult Education program. Some of these are: sportsmanship clubs, square dance clubs, music clubs, citizens-band clubs, newcomers clubs, and others.

3. Business and Industry

   a. Employers of undereducated adults can be very effective recruiters. Their recommendations command the respect of their employees.

   b. Posters placed in lounge areas carry the message directly to prospective students.

c. Personnel directors may tactfully give circulars and enrollment forms to prospective students seeking employment.

d. Utility companies can be very helpful in providing names and addresses of prospective students.

4. Schools: The schools are the center of most publicity concerning the Adult Education program. All school personnel, along with board members, should be well informed concerning the details of this program. With a well informed staff, publicity from these points will be very effective. Teachers may supplement the information in circulars given to students to take to their homes and neighborhoods. If administrators, counselors, nurses, and other such personnel are well informed, they can do an excellent job of publicizing this program in their daily contacts with the public. It will also be helpful to this program if the director will announce and explain the purpose of this program at adult meetings held in the local schools.

5. Governmental Agencies

a. Such agencies as the Employment Commission, Welfare, NYC, Community Action, Public Health, and others are in daily contact with the undereducated of the community. Their aid should be solicited.

b. A full explanation of the organization, objectives, etc., of the Adult Education program should be made to the directors, counselors, case workers, and other contact personnel of this agency.

c Circulars, posters, enrollment forms, and other pertinent materials should be provided.

6. Personal Contact

a. Probably the best recruiters for the program are the Adult Education students. They should be motivated to contact other prospective students and encourage them to avail themselves of this educational program. Circulars which students can leave with those contacted will provide additional information and will aid in the recruitment of students.

b. Influential citizens who live in the target area can sometimes be persuaded to do publicity and recruiting work. The director needs the aid of these individuals.

c. Adult Education teachers and volunteer workers can make the program more effective by distributing relevant information from door-to-door in the target areas.

7. Evaluation

To determine success of any activity, an evaluation of that activity must be conducted. In order to evaluate communications, it is suggested that the director consider these questions:

a. Do people know that an Adult Education program exists?

b. Do they know the objectives of the program?

c. Has the response from the target area been satisfactory?

d. Do people from the news media know about the program? Do they confuse it with other programs?

e. Did proper personnel acquire student evaluations indicating effectiveness of various media?

After securing answers to the above questions and feedback on publicity from students, teachers, and community leaders, the director should be able to reach a decision about the success of the methods of communication used.

# REGULAR

# REPORTS

# SOME GENERAL THOUGHTS IN REGARD TO FORMS PREPARATION:

1) These forms are the primary source of information about your program for the Bureau of Adult Services. It is therefore a matter of professional wisdom to submit them on time and provide accurate and concise figures and statements.

2) The Bureau of Adult Services is entrusted with the responsibility and accountability of accepting, reviewing, and approving these forms. Incorrect or incomple te forms will in all likelihood be returned for corrections and adjustments.

3) Forms not received can constitute grounds for program withdrawal and suspension of Title III ABE state grant funds.

4) You will find it easier to complete all your monthly reports at once, and submit them as a package (Monthly Statement of Expenditures, Student Attendence Forms).

# PROGRAM PROPOSAL

The program proposal is, of course, of primary consideration to you and your program. If not completed correctly and imaginatively, you may not need the rest of this book. Feel free to attach to your proposal further explanations of the nature, goals, intentions of your proposed program. Don't, however, get so lengthy that it will never be read in its entirety. It is best to have your first year's proposal prepared by someone with some experience in proposal writing.

THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF CURRICULUM AND INSTRUCTION
BUREAU OF ADULT SERVICES
Adult Basic Education

September, 1974

TO: Local ABE Directors

FROM: Mary G. Bodanza
Project Director
Adult Basic/Civic Education

SUBJECT: ABE Directory-FY 1975

Please complete the following in order to facilitate the compilation of the State A.B.E. Directory for FY-1975

Community_____

A.B.E. Director responsible for Program:_____

Name_____Business Telephone_____

Title_____Home Number_____

Mailing Address_____

_____

_____
ZIP CODE

Local School Superintendent:

Name_____Telephone_____
Title (Mr.) (Mrs.) (Ms) (Ph.D.)

Mailing Address_____

_____

_____
ZIP CODE

Please return to:

Miss Mary G. Bodanza
Project Director
Adult Basic Education
178 Tremont Street
Boston, Massachusetts 02111

THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF EDUCATION

DIVISION OF CURRICULUM AND INSTRUCTION

BUREAU OF ADULT SERVICES

Adult Basic Education

May 20, 1974

TITLE III FEDERAL FUNDS-ADULT EDUCATION ACT
PUBLIC LAW 91-230

ADULT BASIC EDUCATION PROGRAM:

CITY/TOWN _____

The total amount of Title III Adult Basic Education Federal funds under this Project not to exceed the same amount funded the previous fiscal year unless previously requested and authorized by the State Office.

AMOUNT FY 1974 _____ Amount Requested for FY 1975 _____

SIGNATURE _____
Superintendent of Schools

DATE _____

SIGNATURE _____
Adult Basic Education Program Director

DATE _____

ABE 1

APPLICATION FOR ADULT BASIC EDUCATION PROGRAM

TITLE III

Adult Education Act (P.L. 91-230)

1. Title of Program _____

2. Name of School District _____

3. Person in charge of Program _____

   Title (coordinator, supervisor or director) _____

   Business Address _____ Telephone _____

   Home Address _____ Telephone _____

4. Application submitted by:

   Signature _____

   Title _____

   Date Submitted _____

5. Federal Congressional District _____

   State Senatorial District _____

   Representative District _____

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FOR DEPARTMENT OF EDUCATION USE ONLY  Project Number _____

Date Received _____ Reviewed on Merit of Performance
Recommended for Funding: YES _____ NO _____

Approved By _____ _____
Director, Bureau of Adult Services  ABE Project Director

| | | |
|---|---|---|
| Total Project Cost Federal and Local Funds | $_____ | (100%) |
| Amount Carried from Previous Fiscal Year | $_____ | |
| Amount Funded under Title III, ABE | $_____ | ( %) |
| Local Matching Share | $_____ | ( ) |

COST PER INSTRUCTIONAL HOUR PER STUDENT $_____
(**Amount of funding** ÷ number of actual instructional hours all students spent in class **X** number of students attending the Program)

ABE 2
School System_____

TITLE III-STATE GRANT FUNDS
ADULT BASIC EDUCATION

MATCHING SHARE CATEGORY

| | | INDICATE MATCHING SHARE | | |
|---|---|---|---|---|
| | | Federal (%) | Local (%) | |
| A. | FIRST YEAR FUNDING - NEW PROGRAMS | 90 | 10 | ____ |
| | FULL-TIME: Twenty-five (25) instructional hours or more per week | | | |
| | PART-TIME: Less than twenty (20) hours of instruction per week | 90 | 10 | ____ |
| | New programs must meet eligible criteria and negotiated on the availability of funds. | | | |
| B. | SECOND YEAR FUNDING | 75 | 25 | ____ |
| | FULL-TIME PROGRAMS | | | |
| | PART-TIME PROGRAMS: Second and subsequent years | 75 | 25 | ____ |
| C. | THIRD YEAR FUNDING | 50 | 50 | ____ |
| | FULL-TIME PROGRAMS: Third and subsequent years | | | |

PROGRAM PROPOSAL-APPLICATION

1) Title of Program: Enter the title of the proposed program, such as "Adult Basic Education Program for Hillsdale, Mass."

2) Name of School District: Enter the name of your school district.

3) Person in Charge of Program: Enter the name, title, business address, home address, and telephone numbers of that person who will be hired.

4) Application Submitted by: Most school districts have designated one person as that individual who will officially submit all grant applications and proposals for the district. Often it is the Superintendent. Call the financial office of your school district to find out who that person is, and enter his or her name and title with the date the proposal will be submitted. Obtain his or her signature.

5) Legislative Districts: If no one on your school administrative staff has this information handy, your local public library can provide you with the information. The following references are some possible sources for the information:

Congressional Staff Directory (Government Printing Office)

Congressional District Data Book (Government Printing Office)

Congressional District Atlas (U.S. Bureau of the Census)

This is Your Massachusetts Government

A Manual for the Use of the General Court, Massachusetts General Court

State Senatorial District and Representative District: Again, the public library is your best source of information.

PROGRAM PROPOSAL-MATCHING STATE CATEGORY

This form is relatively self-explanatory. Check the appropriate category for your program depending on whether you are in your first, second, or third year of funding.

Form ABE 2a

BUDGET CATEGORY
TITLE III ADULT BASIC EDUCATION

City/Town _____ Local Director _____

| | Amount Funded Fiscal Year 1974 | *Balance Carried Over Beyond June 30, 1974 | Amount Requested FY 1975 |
|---|---|---|---|
| Title III A.B.E. Funds: | $_____ | $_____ | $_____ |
| Local Matching Share: | $_____ | $_____ | $_____ |

FISCAL YEAR 1975 MATCHING SHARE

Total project cost all funds Federal and Local $_____ 100%

Indicate category (see Form ABE 2) A [ ] B [ ] C [ ]

Local Matching share of expenditures:

$_____ 10% $_____ 25% $_____ 50%

Federal Portion under Title III;

$_____ 90% $_____ 75% $_____ 50%

Category A=$9 federal for every $1 local funds

Category B=$75 federal for every $25 local funds

Category C=$50 federal for every $50 local funds

*This amount must be in agreement with figures accurately reported on June Monthly Statement of Expenditures, and Annual Expenditure Report for FY 1975.

## PROGRAM PROPOSAL - BUDGET CATEGORY

1) Enter City, town, and director's name.

2) Reading from left to right on the first row of blanks, enter:
   a). Total Federal funds for the preceeding year.
   b). Federal funds left unexpended at end of previous year
   c). Total Federal Funds requested for upcoming year.

3) Reading from left to right on the second row of blanks, enter:
   a). Total local funds appropriated preceeding year.
   b). Local funds left unexpended at end of previous year.
   c) Total local funds appropriated for upcoming year.

4) Enter total project cost (add 2c and 3c)

5) Enter matching category from preceeding page.

6) If category A, use 1st column of blanks.
   If category B, use 2nd column of blanks.
   If category C, use 3rd column of blanks.

7) Multiply total project cost by appropriate factor (.10, .25, .50), and enter results under local and federal blanks in appropriate column.

ABE 3

STATEMENT OF CERTIFICATION

WE HEREBY CERTIFY THAT:

1. To the best of our knowledge and belief, the application made herein is in accordance with the Terms of the Massachusetts State Plan for P.L. 91-230, Title III Adult Education Act.

2. Participation in the Massachusetts Plan for Adult Basic Education was authorized by vote of the school committee of:

   _____ on _____
   City, Town or Regional District — Date

3. The Assurance of Compliance with Title VI of the Civil Rights Act dated _____ applies to the application submitted herewith.
   Month, Day, Year

4. For every $_____ of Federal monies expended for Adult Basic Education, the _____ will expend $_____
   City, Town or Regional School

   of town or city monies as the local matching share under the established matching formula of 90-10% X 75-25% X 50-50% (Form ABE 2)

5. All other applicable local rules and regulations and pertinent state statutes and regulations governing the expenditure of funds will be observed.

*LOCAL MATCHING SHARE OF THE PROGRAM SHALL NOT BE IN-KIND SERVICES, BUT MUST BE AN ACTUAL MONETARY CONTRIBUTION.

**********

Superintendent of Schools _____
Signature

Date _____

Chairman of School Committee _____

Date _____

## PROGRAM PROPOSAL - STATEMENT OF CERTIFICATION

1) The Massachusetts State Plan for P.L. 89-750, Title III, 1966, as mentioned in the introduction to this text, is the basis on which authority is granted to local educational institutions to operate ABE programs. In all cases, the Massachusetts State Plan takes precedence over all other explanations of rules and regulations governing ABE programs in Massachusetts.

2) Your school committee must authorize the participation of your district in the Massachusetts Plan for Adult Basic Education. Enter the district name and the date on which such authorization was passed by the committee.

3) Title III of the Civil Rights Act of 1966 states:

Each school district, at some time in the past, in order to be eligible for Federal financial support, must have passed an Assurance of Compliance with that act. Find out from your Superintendent's office when such an assurance was passed, and enter that date.

4) The State of Massachusetts requires a 75%-25% funding formula for ABE programs (see page , Expenditures Budget). Enter the name of your school district as assurance of your understanding of their commitment.

5) You are expected to be responsible for adhering to all rules, local or state, governing the expenditure of funds (see page , Financing).

ABE 4

## PROGRAM DESCRIPTION

1. Program Timetable:

   a. Beginning date (for classes) . . . . . _____

   b. Projected enrollment
   (A minimum of 10 students per class) . . . . . _____

   c. Number of instructional hours per session
   (2 hours minimum) . . . . . _____

   d. Number of sessions per week . . . . . _____

   e. Total number of weeks
   (20 weeks minimum) . . . . . _____

   f. Total number of sessions
   (40 sessions minimum) . . . . . _____

   g. Total number of instructional hours . . . . . _____
   (Total number of sessions x number of instructional hours per session)

   h. Closing Date . . . . . _____

2. Description Adult Student Population

   a. Size of target population (ABE) in your city or town:
   Refer to: Community Monograph-Massachusetts Department of Commerce
   1970 Census of Population/ U.S. Department of Commerce
   Bureau of the Census

   Total Number _____

   b. Adults functioning at the fifth grade level or below _____

   c. Adults functioning above the fifth and through the eighth grade level _____

   d. Adults functioning above the eighth grade level who have no high school diploma _____

   e. Adults in need of Bilingual Education _____
   (Adults who come from environments where the dominant language is not English and have a high degree of limited English-speaking ability, may be instructed via their ethnic language towards acquiring basic English communication skills as a first step prior to entering classes in total English)

PROGRAM PROPOSAL - PROGRAM DESCRIPTION

1) Program Timetable: If any of the following information has not yet been decided upon, write: "To be determined" in the opposite space. Your proposal, however, should be as complete as possible before submission.

   a. You should have a reasonably clear idea of when your program will be underway. Be sure to allow enough time for planning, hiring of personnel, location of sites, etc.

   b. Be realistic in considering the number of teacher hours you have budgeted, and the amount of money available for recruiting. Don't try to tackle your whole city at once. Start a good, solid program and then expand.

   c. Enter the average length of an instructional session. If you are proposing a learning center, enter the number of hours you will be open per day.

   d. Enter the days you will be open per week.

   e. Enter the number of instructional sessions (of average length entered above) per week.

   f. Enter the duration of the program within the fiscal year in question.

   g. Multiply the numbered sessions per week (d or e) times the total number of weeks.

   h. Usually, the end of the proposal fiscal year (June 30 of the following year).

2) ~~Description~~ Student Population

   a. This information is available from a number of sources. See section (Demographic Survey of the Population).

   b. Obviously, this portion of the question can only be answered for programs already underway. If you use a proposal for a new program, write "Not Applicable."

   c. Briefly mention some of the means by which you intend to recruit students. Keep your plans in line with your proposed budget and your projected enrollment. See section (Recruitment).

3. Description of instruction practices (individualized and instructions, use of learning machines, etc.):

4. Explanation of coordination with local community agencies (CAP, MDTA, WIN, MODEL CITIES, N.Y.C., etc.):

A minimum of three (3) Letters of Intent from cooperating agencies indicating a willingness to cooperate in student recruitment and referral from community agencies and/or organizations. (Kindly attach Proposal Application)

AE #5

PROGRAM PROPOSAL - PROGRAM DESCRIPTION (CONT.)

3) Description of Instructional Practices: It is not expected that you will write a lengthy description of the intricacies of your intended approach. Rather, a brief summary is desired of the general approaches you intend to take with your adult clientele. What is the framework within which the more specific curriculum decisions will be made?

4) Coordination: The ABE Unit of the Bureau of Adult Services desires to encourage program cooperation with existing community agencies You are therefore asked to submit a minimum of three letters of intent from local agencies desiring to cooperate with your program, as well as a short explanation of what form that cooperative effort will take. See Appendix VII for a list of related public and private service organizations.

City/Town _____

_____
School System

PROGRAM CRITERIA
ADULT BASIC EDUCATION TITLE III
ADULT EDUCATION ACT

A. First priority shall be given to those students functioning at the fifth grade level or below, and second priority is to be given to students functioning above the fifth and through the eighth grade level. Enrollees from the eighth grade level will be drawn for the high school Diploma Program.

B. Indicate which priority you have recruited in your area as meeting the most need. How many students will comprise this group, approximately?

_____

_____

C. What special method in teaching reading are you preparing to use? _____

_____ Special materials: _____

_____ Special procedures: _____

_____

D. What procedures for evaluation will be used? _____

_____

_____

E. Describe Guidance and Testing Service to be provided: _____

_____ Proposed tests to be used: _____

_____

G. Names of members of Local Advisory Committee: (Minimum 5 members) _____

_____

_____

_____

_____

Schedule of Advisory Committee Meetings: _____

_____

Upon advance notice, State personnel will be glad to meet with Local Advisory Committees.

PROGRAM PROPOSAL - PROGRAM CRITERIA

A. and B.: Answer question B. honestly, but with the program priority criteria outlined in A. in mind. Keep in mind that programs targeted at specific demographic groups are not excluded by this prioritization as long as, within your targeted group, the priorities are observed.

C. List briefly the specific materials you intend to use. An easily understood means of identification is by series or publishers, for example: "EDL 100" or "SLR Reading Attainment."

D. In general, what procedures will you use for evaluation? Subjective, interview methods or more specific testing procedures? Intake evaluation? Behavioral or performance objectives?

E. When will such services be offered to the student, and what specific tests will be utilized by your counselor? If this is yet to be determined, state that.

F. If your advisory council is yet to be named, state "To Be Determined." Otherwise enter their names and a schedule of meetings.

PROGRAM PROPOSAL- SURVEYS OF NEEDS

The following three pages ask for demographic information that is often rather difficult to locate. Our gest suggestion is to refer to General Social and Economic Characteristics, 1970 Census of Population, published for each state by the U.S. Department of Commerce, Bureau of the Census. Refer to Section I of the handbook for information on obtaining this publication.

You will find that much of the data contained in that compilation will not match the categories presented in this form. Obviously, blood cannot be squeezed from a turnip. Match the categories as best you can, applying known rates of literacy and school completion to population categories to obtain figures for ethnic groups. The Bureau of Adult Services is not asking you to ussue a census report, only to be sure that you understand the makeup of your community and can share that understanding with them.

## *SURVEY OF NEEDS, GRADES 5-8 ADULT BASIC EDUCATION

Population (identified by sex, age, ethnicity, and administrative agency) functioning at the fifth ghrough the eighth grade level.

Administrative Agency: _____
*Specify by name (county, community college, LEA, etc.)*

| AGE | AMERICAN INDIAN | | NEGRO/ BLACK | | ORIENTAL | | SPANISH-SURNAMED | | | | | | OTHER INDIVIDUALS NOT INCLUDED IN COLS. (b) thru (m) | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | PUERTO RICAN | | MEXICAN AMERICAN | | OTHER | | | | |
| (a) | Male (b) | Female (c) | Male (d) | Female (e) | Male (f) | Female (g) | Male (h) | Female (i) | Male (j) | Female (k) | Male (l) | Female (m) | Male (n) | Female (o) | (p) |
| 1. 16-24 | | | | | | | | | | | | | | | |
| 2. 25-34 | | | | | | | | | | | | | | | |
| 3. 35-44 | | | | | | | | | | | | | | | |
| 4. 45-54 | | | | | | | | | | | | | | | |
| 5. 55-64 | | | | | | | | | | | | | | | |
| 6. 65 plus | | | | | | | | | | | | | | | |
| 7. TOTAL | | | | | | | | | | | | | | | |

| INSTRUCTIONAL PRIORITY | | DISTRIBUTION OF FISCAL RESOURCES | | ACTUAL | |
|---|---|---|---|---|---|
| | | Minimum | Maximum | Percentage | Dollars |
| Level one: | Grades 1-4 | 40 | 100% | _____% | $_____ |
| *Level two: | Grades 5-8 | 30 | 100% | _____% | $_____ |
| Level three: | Grades 9-12 | 0 | 20% | _____% | $_____ |

## *SURVEY OF NEEDS, GRADES 1-4 ADULT BASIC EDUCATION

Population (identified by sex, age, ethnicity, and administrative agency) functioning at the fourth grade level or below.

Administrative Agency: _____
*Specify by name (county, community college, LEA, etc.)*

| AGE | AMERICAN INDIAN | | NEGRO/ BLACK | | ORIENTAL | | SPANISH-SURNAMED | | | | | | OTHER INDIVIDUALS NOT INCLUDED IN COLS. (b) thru (m) | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | PUERTO RICAN | | MEXICAN AMERICAN | | OTHER | | | | |
| (a) | Male (b) | Female (c) | Male (d) | Female (e) | Male (f) | Female (g) | Male (h) | Female (i) | Male (j) | Female (k) | Male (l) | Female (m) | Male (n) | Female (o) | (p) |
| 1. 16-24 | | | | | | | | | | | | | | | |
| 2. 25-34 | | | | | | | | | | | | | | | |
| 3. 35-44 | | | | | | | | | | | | | | | |
| 4. 45-54 | | | | | | | | | | | | | | | |
| 5. 55-64 | | | | | | | | | | | | | | | |
| 6. 65 plus | | | | | | | | | | | | | | | |
| 7. TOTAL | | | | | | | | | | | | | | | |

| INSTRUCTIONAL PRIORITY | | DISTRIBUTION OF FISCAL RESOURCES | | ACTUAL | |
|---|---|---|---|---|---|
| | | Minimum | Maximum | Percentage | Dollars |
| *Level one: | Grades 1-4 | 40 - - - | 100% | ____% | $____ |
| Level two: | Grades 5-8 | 30 - - - | 100% | ____% | $____ |
| Level three: | Grades 9-12 | 0 - - - | 20% | ____% | $____ |

# *SURVEY OF NEEDS, GRADES 9-12 ADULT BASIC EDUCATION

Population (identified by sex, age, ethnicity, and administrative agency) functioning at the ninth through twelfth grade level or its equivalency.

Administrative Agency: _____

*Specify by name (County, community college, LEA, etc.)*

| AGE | AMERICAN INDIAN | | NEGRO/ BLACK | | ORIENTAL | | SPANISH-SURNAMED | | | | | | OTHER INDIVIDUALS NOT INCLUDED IN COLS. (b) thru (m) | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | PUERTO RICAN | | MEXICAN AMER CAN | | OTHER | | | | |
| (a) | Male (b) | Female (c) | Male (d) | Female (e) | Male (f) | Female (g) | Male (h) | Female (i) | Male (j) | Female (k) | Male (l) | Female (m) | Male (n) | Female (o) | (p) |
| 1. 16-24 | | | | | | | | | | | | | | | |
| 2. 25-34 | | | | | | | | | | | | | | | |
| 3. 35-44 | | | | | | | | | | | | | | | |
| 4. 45-54 | | | | | | | | | | | | | | | |
| 5. 55-64 | | | | | | | | | | | | | | | |
| 6. 65 plus | | | | | | | | | | | | | | | |
| 7. TOTAL | | | | | | | | | | | | | | | |

| INSTRUCTIONAL PRIORITY | | DISTRIBUTION OF FISCAL RESOURCES | | ACTUAL | |
|---|---|---|---|---|---|
| | | Minimum | Maximum | Percentage | Dollars |
| Level one: | Grades 1-4 | 40 | 100% | _____ % | $_____ |
| Level two: | Grades 5-8 | 30 | 100% | _____ % | $_____ |
| *Level three: | Grades 9-12 | 0 | 20% | _____ % | $_____ |

# EXPENDITURES BUDGET

City/Town _____

## 1.0 PERSONNEL SERVICES

Make certain that Section 1.0 Personnel Services is completed as in the following example: (NO. OF HOURS X RATE PER HOUR X NO. EMPLOYED = TOTAL COST) 100 hrs. x $10.00 per hr. x 1 = $1,000

BUDGET CATEGORY A B C /___/

| | | MATCHING SHARE Federal ___% | Local ___% |
|---|---|---|---|
| a. Administrative: (Pro-rated salaries list under part time with symbols P.R.) | | | |
| _____ | Part Time $ | | |
| _____ | Full Time $ | | |
| b. Counseling: | | | |
| _____ | Part Time $ | | |
| _____ | Full Time $ | | |
| c. Teachers: | | | |
| _____ | Part Time $ | | |
| _____ | Full Time $ | | |
| d. Instructional Aides: | | | |
| _____ | Part Time $ | | |
| _____ | Full Time $ | | |
| e. Recruiters: | | | |
| _____ | Part Time $ | | |
| _____ | Full Time $ | | |
| f. Clerical: | | | |
| _____ | Part Time $ | | |
| _____ | Full Time $ | | |
| g. Custodial: | | | |
| _____ | Part Time $ | | |
| _____ | Full Time $ | | |
| | TOTAL 1.0 $ | | |

PROGRAM PROPOSAL - EXPENDITURES BUDGET

Special Notes:

1) As you can see, space is provided for you to break down personnel costs with categories according to job descriptions. By now you have presumably completed the preliminary steps outlined in "Planning Your Program," and have a definitive idea of what personnel you will need in what capacities.

Your school district must decide how it is going to go about meeting the 25% of the ABE program's budget for which it is responsible. The 25% need not be picked up exactly one quarter of each item listed on this form. Rather, the total local expenditure must be at least one-quarter of the total expenditure for the program as a whole.

Oftentimes, local districts will choose to take responsibility for certain salaries, such as the director's or a teacher's, in order to fulfill their commitment. Other areas of local contribution that can and should be counted should include: custodial services, office equipment (does your school have unused equipment that can be contributed aspart of their commitment), equipment maintenance and repair (can school equipment maintenance contracts be extended to include your equipment as well? What is the fair market value of such coverage), supplies (many school systems will supply the "software" for your program: paper, pencils, ink, erasers, etc.). When you have completed all the categories, itemize the totals for each category on the third page, and add up Monies-Grand Total. (Check and make sure that the local contribution is at least 25% of the total listed under "Total Program Cost" at the end. If it is over, then you're in good shape. If it is not, then you must discuss with your school superintendent how the local district will meet the State Plan requirement. Since your school committee has already authorized your participation in the plan, all that has to be worked out are the mechanics. Go over each item on the list with the superintendent, and determine where the district can contribute.

ABE 7

NON-PERSONNEL

2.0 Instructional Materials-Hardware Only

An inventory of all capital items purchased during this fiscal year must be kept, both in the local school district and at the State ABE Office.

| | FEDERAL % | LOCAL % |
|---|---|---|
| Equipment: Specify TOTAL 2.0 | $_____ | _____ |

3.0 Guidance, Counseling, Testing::

| | | |
|---|---|---|
| Standardized Tests: TOTAL 3.0 | $_____ | _____ |

4.0 Other Services and Supplies(software)

| | | |
|---|---|---|
| Books and other instructional materials for _____adults | $_____ | _____ |
| A.B.E. Conferences & Workshops only (Advanced request required from State ABE Office) | $_____ | _____ |
| Communication (Newspaper, Radio, etc.) | $_____ | _____ |
| Utilities--Out-of-school sites only | $_____ | _____ |
| Space Rental (Out-of-school sites only) (Non-public buildings) | $_____ | _____ |
| TOTAL 4.0 | $_____ | _____ |

PROGRAM PROPOSAL - EXPENDITURES BUDGET ( CONT.)

2) Read the section in this handbook on Finance before you fill out this section of the proposal form. It will give you some idea of how carefully you will be expected to adhere to the categories of the budget items outlined in the proposal, and how you will be expected to keep track of your monies. These are good things to know from the start.

ABE 9

| | | Federal ____% | Local ____% (Matching share Title III ABE only) |
|---|---|---|---|
| ITEMIZATION OF TOTALS: | 1.0 | $_____ | _____ |
| | 2.0 | $_____ | _____ |
| | 3.0 | $_____ | _____ |
| | 4.0 | $_____ | _____ |
| FY 1974 CARRY-OVER FUNDS | | $_____ | _____ |
| MONIES - GRAND TOTAL | | $_____ | _____ |

TOTAL PROGRAM COST - FY 1975 - FEDERAL AND LOCAL FUNDS $_____

**********

OTHER SUPPORTIVE PROGRAMS - LOCAL FUNDS

1. CHAPTER 70 REIMBURSEMENT EXPENDITURES: $_____
   Adult Civic Education Classes
2. SPECIAL EDUCATION FOR ADULTS WITH SPECIAL NEEDS: $_____
   (ages 16 through 25)
   Chapters 71-69 Amended by C.766, Acts of 1971
3. SECONDARY EDUCATION PROGRAMS:
   Adult Evening High School $_____
   G.E.D. High School Preparatory $_____
   TOTAL - LOCAL FUNDS $_____

SUBMISSION OF APPLICATION PROPOSALS

Two (2) copies of the completed application will be submitted to:

Project Director, Adult Basic/Civic Education
Bureau of Adult Services
Massachusetts Department of Education
178 Tremont Street
Boston, MA 02111

One (1) copy to be forwarded to the Superintendent of Schools. The applicant agency should keep one or more copies on file.

DEADLINE FOR SUBMISSION

FY 1975 Applications and all subsequent years must be submitted by June 15. Review and Approval will be made on a first come basis.

PROGRAM PROPOSAL - EXPENDITURES BUDGET (CONT.)

3) Don't guess at costs. When the form calls for the costs of audio-visual equipment, for instance, make a rough but relatively accurate list of the prices of equipment you anticipate actually needing. Then make some phone calls to determine the actual price of the items. Give yourself some leeway in the proposal for rising costs and unanticipated items.

ABE 8

4. Other Services and Supplies (cont'd)

STAFF DEVELOPMENT/TEACHER TRAINING - FULL-TIME PROGRAMS ONLY

(In-service and pre-service programs for part-time ABE teachers will be made available through the State ABE Office)

A. Program Design - Preliminary Plan to be Implemented and Submitted
Indicate full scope of special area of need in:

a. Curriculum
b. Inter-Personal Relationships
c. Guidance and Counselling/Testing
d. English as a Second language
e. Bilingual Bicultural Instruction
f. Other (specify in full)

B. Number of Participants Anticipated

a. Teachers (full-time) _____
b. Teachers (part-time) _____
c. Counselors _____
d. Aides/Recruiters _____
e. Other (identify) _____

C. Training Institution Selected

a. Name of credit granting Institution (college/University)

_____

Location _____ Tel. _____

b. Name of non-credit granting Institution/Agency/Consultant/ conducting training program.

_____

Location _____ Tel. _____

D. Name of Teacher-Training Coordinator Selected to Implement this Section.
(must be other than ABE director or assistant director)

Name: _____

Position: _____

Program Represented _____ Telephone _____

E. Anticipated Date(s) for Teacher Training Sessions
Specify: a. month/year _____
b. calendar days _____

F. Training Program Cost

Title III ABE $_____
(Not to exceed $1,000 unless prior authorization has been granted)

Local $_____

TOTAL COST $_____

PROGRAM PROPOSAL: STAFF DEVELOPMENT

A) Circle those areas of need for the coming year.

B) Enter the number of staff in each category that you anticipate will participate in your staff development program.

C) There may be more than one credit-granting or non-credit granting institution involved. Add addenda if necessary.

D) Enter names of co-ordeniator selected.

E) Enter anticipated dates.

F) Estimate expected cost of program.

ABE-S
132.

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
BUREAU OF ADULT SERVICES ADULT BASIC EDUCATION

FY 1974 MONTHLY STATEMENT OF EXPENDITURES

MONTH _____ YEAR ____ LOCAL DISTRICT _____ PROGRAM # _____

PROGRAM TITLE _____ ABE CITY ACC'T NUMBER _____

SECTION I. BUDGET CONTROL Total Federal Funds Approved FY 1974 _____

CODES:

| Approved Budget Categories FY 1974 | Actual Current Month | Expenditures Accumulative To Date | Total Unexpended Balance to Date |
|---|---|---|---|
| 1.0 Personnel Services | | | |
| 2.0 Instruction Materials (Hardware, audio-visual office equipment) only | | | |
| 3.0 Guidance, Counseling Testing | | | |
| 4.0 Other Service and Supplies (software) | | | |
| Grand Total Accumulative | | | |

(Column 1-3)

N.B. Expenditures in budget categories in access of approved budgets will be assumed by the local school system unless prior approval for the transfer within categories has been authorized by this Office.

SECTION II. CASH CONTROL

1) CASH ON HAND BEGINNING OF MONTH _____

2) ADDITIONAL RECEIPTS THIS MONTH _____

3) FEDERAL FUNDS AVAILABLE _____

4) LESS EXPENDITURES THIS MONTH (_____)

5) CASH ON HAND - END OF MONTH _____
(THIS TOTAL BECOMES THE BEGINNING BALANCE FOR THE FOLLOWING MONTH CASH ON HAND, SECTION II. NO. 1)

List any instructional or office equipment (hardware) purchased during the month at a cost of $100 or more:

_____ _____

_____ _____

OFFICIAL SIGNATURE:
City/Town Treasurer or Responsible Official _____

Program Director, Adult Basic Education _____

PLEASE RETAIN ONE COPY FOR YOUR FILES AND FORWARD ONE COPY TO THE STATE ABE PROJECT DIRECTOR.

# MONTHLY STATEMENT OF EXPENDITURES

The Monthly Statement of Expenditures is to be completed at the end of each month following approval of the Program Proposal. It should be submitted as soon as possible following the closing of the books for the month.

See the section on Accounting Procedures, including a sample accounting system, for how to set up your financial records in such a way as to make completion of this form a relatively simple matter.

A quick glance down your ledgers should indicate if you have had any instructional or equipment expense over $100.00 during the month.

Remember that this form is asking for expenditures on the basis of services or material already contracted for. That is, if you have purchased supplies with a purchase order, but have not yet received or paid a bill, include that expenditure. Invoices sometimes take a considerable time in coming, but you've spent the money just the same. This is one good reason for keeping your own simple accounting records in addition to those kept by the school system on the basis of bills actually paid.

Form 91-230-E

## PROFESSIONAL STAFF CERTIFICATION

Program #_____

Title of Program_____

Local District_____

Name_____ Phone_____

Home Address_____ _____ _____
street and number city or town zip code

Business Address_____

Educational Preparation: Undergraduate and Graduate

| INSTITUTION | SPECIALIZATION | DEGREE | YEAR |
|---|---|---|---|
| | | | |
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MASSACHUSETTS TEACHING CERTIFICATE NO.:_____

Workshop in Adult Basic Education:

| INSTITUTION | YEAR | MASS. A.B.E. CERTIFICATE RECEIVED | |
|---|---|---|---|
| | | YES ( ) | NO ( ) |

Years Experience Teaching A.B.E. Program:_____ Where_____

Years Experience Teaching A.C.E. Program:_____ Where_____

Present Position in Program:_____ Salary per hr._____

Specific Duties_____

_____

Elementary or Secondary Teaching or Administrative Experience:

_____

_____

---

FOR DEPARTMENT OF EDUCATION USE ONLY:
Approved_____ Rejected_____ Date_____

Signed_____ Position_____

# PROFESSIONAL STAFF CERTIFICATION

Due: October

A Professional Staff Certification form must be submitted to the Bureau of Adult Services for each teacher in your program, full-time or part-time.

You may want to keep the information requirements of this form in mind when designing your personnel application forms. Be sure to include specific questions dealing with certification information, A.B.E. or A.C.E. teaching experience, administrative experience, education, etc. Having the information immediately available makes short work of this form.

COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF EDUCATION

ORGANIZATIONAL REPORT

Adult Basic Education Program

PROGRAM NUMBER _____ Date _____

Town or City _____

Name of Program Supervisor _____

School Address _____
Street Town Telephone Number

Home Address _____
Street Town Telephone Number

SCHEDULE OF CLASSES

| Location | Which Days | Hours | Teacher | L | E | V | E | L | No. of Students |
|---|---|---|---|---|---|---|---|---|---|
| 1. | | | | | | | | | |
| 2. | | | | | | | | | |
| 3. | | | | | | | | | |
| 4. | | | | | | | | | |
| 5 | | | | | | | | | |
| 6. | | | | | | | | | |
| 7. | | | | | | | | | |
| 8. | | | | | | | | | |
| 9. | | | | | | | | | |
| 10. | | | | | | | | | |
| 11. | | | | | | | | | |
| 12 | | | | | | | | | |
| 13. | | | | | | | | | |

# ORGANIZATIONAL REPORT

The Organizational Report is due to be completed and returned to the Bureau of Adult Education by October. The form is relatively self-explanatory, requiring information on class locations, schedules, teachers, levels, and numbers of students.

Be sure to report only those class sequences that are actually in operation. The form does not call for information on classes planned for the future, or started by discontinued.

MASSACHUSETTS DEPARTMENT OF EDUCATION

BUREAU OF ADULT SERVICES

# MONTHLY ATTENDANCE RECORD

## ADULT BASIC EDUCATION or ADULT CIVIC EDUCATION

Program Title _____ For the Month Of _____ 197 Teacher's Name _____

Class Meets on: Monday___ Tuesday___ Wednesday___ Thursday___ Friday___ Morning___ Afternoon___ Evening ___ Time_____

Length of Session___ hrs. A=Absent P=Present D=Discharged E=Entered H=Holiday V=Vacation W=Withdrawal

City/Town _____ Official Signature - Program Director _____

| Student's Name | Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | T | W | T | F | | M | T | W | T | F | | M | T | W | T | F | | M | T | W | T | F | | M | T | W | T | F | | |
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| 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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A Copy Of This Record Is To Be Returned To This Office At The End Of Each Month To: Miss Mary G. Bodanza, Project Director
Adult Basic Education - 178 Tremont Street, Boston, MA 02111

# MONTHLY ATTENDANCE RECORD

A copy of the Monthly Attendance Record must be submitted each month for each class or instructional sequence operated by your program. It must include an indication of attendance or absence for each student enrolled in the class.

It is not reasonable for the Director of a large program to be consistently aware of the absences of individual students. You, therefore, should pass on the responsibility for the completion of this form to the teachers of each class, or to your program counselor. It is, however, ultimately your responsibility as the director to see that it is complete.

You must make your own determination as to what constitutes a "withdrawal." Note: don"t be too hasty to mark down withdrawals. Followup on an absentee. Is there a problem that you can help solve?

# ANNUAL PROGRAM REPORT

Due: June 1

The Annual Program Report is the principal means of compiling data on state-wide adult basic education programs. The principal purpose of the report is to allow states to make better use, for program purposes, of information. It is comprised of five separate tables, dealing with:

1) Number of Participants by Race, Selected Ethnic Groups. Age, and Sex

2) Participant Progress and Separation Data by Instructional Level

3) Number of Participants and Number of Daytime and Evening Classes by Type of Location

4) Number of Paid Personnel and Amount of Training

5) State Adult Education Program Impact Data

Following are some points to keep in mind as you fill out the form:

** The state is more interested in accuracy than completeness. Use only reliable figures. If figures are not available place a line through that space.

** Table 4, part 1 is not completed by you. The State Department of Education supplies that figure. Total the columns without using that row.

** Design your intake and student evaluation forms with the information necessary to complete this report in mind. Accurate record-keeping on a day-to-day basis makes year-end accounting a lot easier.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

# ADULT EDUCATION ANNUAL PROGRAM REPORT

*(Adult Education Act of 1966, Title III, P.L. 91-230, as amended)*

| PERIOD COVERED | | FORM APPROVED |
|---|---|---|
| FROM | TO | O.M.B. NO. 51-R0684 |
| STATE | | DATE OF REPORT |

## INSTRUCTIONS

The principal purpose of the report is to allow States to make better use, for planning purposes, of information found in the five tables. The report has several other purposes at the Federal level. It serves the Office of Education by providing a standardized data-collection format for use by all States. The collected information is used to publish reports and respond to inquiries. More importantly, the report is used as a program tool for the Office of Education to assess the impact of adult education at the State, Regional and National levels. Such information provides a basis for changes in National policy, redirection of resources, and provision of various forms of assistance to States.

The first table is concerned with various characteristics of the population served, the second table with instructional levels and participant separations, the third table with number of participants by location of classes and number of day and evening classes by location. The fourth table is related to staffing patterns of paid State and local personnel and the amount of program-related training in which they are participating. The last table is concerned with impact of the adult education program.

The new alignments of data in the table permit the State Administrator to look at the overall performance of the State program. For this report to be of maximum value to both State and Federal program officials it is better that figures which are considered unreliable not be included in the report. Soundness of data is preferred over total completion of the report. *(Where no reliable figures are available, the appropriate spaces in the reporting tables should be lined through.)*

To make the best possible use of this information system the State Administrator should insist upon timely and accurate reporting of data from local jurisdictions. For Federal purposes, a signed original and four copies of the report should reach the HEW Regional Office no later than September 1.

## TABLE 1. NUMBER OF PARTICIPANTS BY RACE, SELECTED ETHNIC GROUPS, AGE AND SEX

| AGE | AMERICAN INDIAN | | NEGRO/ BLACK | | ORIENTAL | | SPANISH-SURNAMED | | | | | | WHITE | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | PUERTO RICAN | | MEXICAN AMERICAN | | OTHER | | | | COLS. (b) thru (o) |
| (a) | Male (b) | Female (c) | Male (d) | Female (e) | Male (f) | Female (g) | Male (h) | Female (i) | Male (j) | Female (k) | Male (l) | Female (m) | Male (n) | Female (o) | (p) |
| 1. 16-24 | | | | | | | | | | | | | | | |
| 2. 25-34 | | | | | | | | | | | | | | | |
| 3. 35-44 | | | | | | | | | | | | | | | |
| 4. 44-54 | | | | | | | | | | | | | | | |
| 5. 55-64 | | | | | | | | | | | | | | | |
| 6. 65 plus | | | | | | | | | | | | | | | |
| 7. TOTAL | | | | | | | | | | | | | | | |

## TABLE 2 PARTICIPANT PROGRESS AND SEPARATION DATA BY INSTRUCTIONAL LEVEL

### PART A. NUMBER OF PARTICIPANTS

| INSTRUCTIONAL LEVEL (a) | GRADES | NUMBER ENROLLED AT EACH LEVEL (b) | NUMBER COMPLETED EACH LEVEL (c) | NUMBER SEPARATED FROM EACH LEVEL (d) | TOTAL NUMBER OF ENROLLEES (UNDUPLICATED COUNT) (e) |
|---|---|---|---|---|---|
| 1. Beginning | (1-4) | | | | |
| 2. Intermediate | (5-8) | | | | |
| 3. Advanced | (9-12) | | | | |
| 4. TOTAL | | | | | |

### PART B. REASONS FOR SEPARATION *(Give the number of separations)*

| | | | |
|---|---|---|---|
| 1. To take a job *(Unemployed when entered program)* | | 8. Because of child care problems | |
| 2. To take a better job *(Employed when entered program)* | | 9. Because of family problems | |
| 3. To enter another training program | | 10. Because of time class/program is scheduled | |
| 4. Met personal objective | | 11. For other known reasons (SPECIFY) | |
| 5. For lack of interest | | 12 For unknown reasons | |
| 6. Because of health problems | | 13. TOTAL | |
| 7. Because of transportation problems | | | |

OE FORM 3058, 3/72 REPLACES OE FORM 3058, 8/68, WHICH IS OBSOLETE

TABLE I- Reports the populations that is being served by adult education classes in the State with Federal, State or local funds under P.L. 91-230. It should include participants from other Federal programs such as Manpower and WIN for whom any direct services are being provided at clearly additional cost to the program (e.g., when an influx of 40 WIN participants would necessitate operating 2 or 3 extra classes). Every participant that completed 12 or more hours of instruction during the fiscal year July 1 through June 30 should be included in this table.

A participant's age is to be reported as age at time of first class attended during the fiscal year.

The total number of adult education participants reported in Table I Line 7. of Total Column (p) should agree exactly with the total figure reported in Table 2, Part A, Line 4, Column (b).

TABLE 2-Combines important data on starting levels, completions, and separations. As with Table 1, only participants who attended 12 or more hours of instruction during the fiscal year should be reported. The total figure reported in Table 2, Part A, Line 4, Column (b) should agree exactly with the total reported in Table 1 Line 7, of Total Column (p).

Students who left the program during the fiscal year because they completed the intermediate or advanced levels should not be counted as separations, but as completions. Count separations one time only. For example, a female who separates because she has a baby-sitting problem may be said to have a family problem. However, it is more accurate and useful to report her separation once under "child care problems."

Reasons for separations have been delineated to show "positive" type reasons indicating certain program accomplishments, as well as problem-related reasons which may be amenable to State and/or Federal influence. For example, if health problems show up significantly in a given state as a reason for separations, the State administrator might encourage curriculum on personal health care, hygience, and nutrition. The total figure reported in Table 2, Part A, Line 4, Column (e) should agree exactly with the total reported in Part B, Item 14.

*Until such time as special definitions have been developed for measuring adult performance levels, "Beginning" level (to conform with census data) is equivalent to Grade 1-4. "Intermediate" is equivalent to Grades 5-8 "Advanced" is equivalent to Grades 9-12.

TABLE 3. NUMBER OF PARTICIPANTS AND NUMBER OF DAYTIME AND EVENING CLASSES BY TYPE OF LOCATION

| LOCATION OF CLASSES (a) | NUMBER OF PARTICIPANTS (b) | NUMBER OF DAYTIME CLASSES (c) | NUMBER OF EVENING CLASSES (d) |
|---|---|---|---|
| SCHOOL BUILDING: 1. a. Elementary / Junior | | | |
| b. Secondary | | | |
| c. COMMUNITY COLLEGE (JUNIOR COLL), Technical Institute, ETC.) | | | |
| 2. Learning Center | | | |
| 3. Correctional Institution | | | |
| 4. Hospital | | | |
| 5. Work Site | | | |
| 6. Other Locations (INCLUDING 4-YR. COLL) | | | |
| 7. TOTAL | | | |

TABLE 4. NUMBER OF PAID PERSONNEL, BY LOCATION AND TYPE OF EMPLOYMENT, AND BY AMOUNT OF TRAINING FOR ADULT EDUCATION POSITION

*(NOTE: Specify the various formulas or methods used in each of the categories. Use a separate sheet of paper and attach.)*

| ORGANIZATIONAL PLACEMENT AND TYPE OF JOB PERFORMED (a) | PAID ADULT EDUCATION PERSONNEL | | | | | |
|---|---|---|---|---|---|---|
| | TOTAL NUMBER OF PERSONNEL (b) | EQUIVALENT NUMBER OF FULL-TIME PERSONNEL (c) | AMOUNT OF STATE AND/OR LOCAL TRAINING (In clock hours) | | | |
| | | | NUMBER TAKING 1-16 HOURS (d) | NUMBER TAKING 17-40 HOURS (e) | NUMBER TAKING 41 OR MORE HRS. (f) | NUMBER TAKING NO HOURS (g) |
| 1. State LEVEL ADMINISTRATIVE & Supervisory Personnel | | | | | | |
| 2. Local Administrative and Supervisory Personnel | | | | | | |
| 3. Local Teachers | | | | | | |
| 4. Local Counselors | | | | | | |
| 5. Local Paraprofessionals | | | | | | |
| 6. TOTAL | | | | | | |

TABLE 5. STATE ADULT EDUCATION PROGRAM IMPACT DATA

| PERSONS WHO- | NUMBER OF PERSONS | PERSONS WHO- | NUMBER OF PERSONS |
|---|---|---|---|
| 1. Are enrolled in an urban ABE Program *(Community population over 100,000)* | | 11. Enrolled in other education/training program *(Employee development, COMMUNITY COLLEGE, JUNIOR COLLEGE, FOUR-YEAR COLLEGE, business or technical institute, correspondence, other Federal, State or local manpower program as a result of experience in program)* | |
| 2. Are enrolled in a rural ABE Program *(Community population under 2,500)* | | | |
| 3. Are enrolled in program who are employed | | | |
| 4. Are enrolled in program who are unemployed | | 12. Were removed from public assistance rolls | |
| 5. Are enrolled in program who are receiving public assistance | | 13. Obtained jobs as a result of experience gained in program | |
| 6. Are on waiting lists to enter program | | 14. Changed to or were upgraded to a better job as a result of experience in program | |
| 7. Achieved eighth grade diploma through program | | 15. Registered to vote for the first time | |
| 8. Enrolled in high school diploma program after completing ABE Program | | 16. Received U.S. citizenship | |
| 9. Passed general education development test | | 17. Received driver's license | |
| 10. Graduated from high school after starting in ABE Program | | 18. Received training in completing income tax forms | |

NAME OF STATE DIRECTOR (Type)

SIGNATURE OF STATE DIRECTOR

TABLE 3-Shows where participants attended classes and the number of day and evening classes by type of classroom location. As with Table 1 and Column (b) of Table 2, the State should report on every participant that completed 12 or more hours of instruction during the fiscal year

"School Building" can be either public or private. For purposes of this report, junior high buildings should be classified as elementary.

Learning centers," for purposes of the adult education program and this report are adult instructional settings featuring (1) extensive use of programmed instruction, (2) flexible participant scheduling and attendance, (3) being open for extended periods of time and on a daily basis, e g., 9:00 a.m. to 5:00 p.m. In cases where learning centers are found in any of the other types of locations listed participants should be counted as attending learning centers not the other types.

"Correctional Institutions" can be Federal, State or local and include youth offenders as well as adults. Inmates are the only ones to be included in this category.

"Hospitals" can be Federal, State or local; mental institutions are included Hospital in patients and out patients are the only ones to be included in this category.

"Work sites" can be public or private, as long as they are operating places of employment for the participants. If hospital or correctional employees are trained at their respective job locations, they would be counted under the "work site" category.

"All otherlocations" would include those that do not fit into one of the above categories. Church and storefront locations are among those that would generally fall into this category.

TABLE 4-Requires data on numbers of personnel and their full-time equivalence for five different personnel categories. It also provides for indication of the amount of State and/or local pre-service or in service adult education program-related training received by paid personnel during the fiscal year.

In Column (b) count one time only each employee being paid out of Federal State, or local adult education funds. Each employee should be placed in the personnel category where he does most of his work. "Administrative and Supervisory personnel" includes teacher trainers. "Paraprofessionals" includes teacher/classroom aides.

Equivalent Number of Full-time Personnel, Column (c), should be stated according to a formula or method used in determining full-time employment in each of the different job categories.

"State or Local Training" is not to include any"309 (b) and (c)" funded training. It should include other training that is clearly related to the program effort under the personnel categories listed above. A "clock hour" refers to a period of instruction of at least 50 minutes in length

TABLE 5-Provides for various impact information concerning the State adult education program. Supply accurate data if it is available on a State wide basis for any of the listed items.

## Part II - Narrative

Instructions for Part II - Narrative: Provide in narrative format descriptive information explaining overall activities of the Adult Basic Education Program in the Community during the fiscal year. Please attach other narrative information considered to be appropriate. Use additional pages as necessary for any item.

---

A. Describe any special, demonstration, research, and/or innovative ABE practices, including the number of ABE students involved.

B. Describe actual program activities with cooperating public and private agencies, such as CETA, CAP, Headstart, VISTA, Work Study, Work Experience, Vocational Education, Literacy Councils, private industry, churches, and unions.

PART II - NARRATIVE

The narrative portion of the annual program report calls for you to describe briefly a number of the aspects of your program: special activities, cooperative programs, problems, materials, and suggestions.

Explanations needn't be lengthy, but should be concise and honest Deal accurately with the problems you have faced, and state completely the innovations you have pioneered. Suggestions should related not only to local programming, but state-wide organization, activity, and support that you would like to see improved

Narrative Continued

C. Describe the major problems of the ABE program, such as classes curtailed or closed, approximate number of adults on ABE waiting lists, teacher shortages, problems of matching funds, maintenance of effort, recruiting, facilities, organization, and lack of support.

D. Describe the instructional materials used in regular ABE classes and in ABE classes where programmed instruction methods were used.

Narrative Continued

E. Describe any suggestions you have for improving the ABE program.

# ANNUAL EXPENDITURE REPORT

ANNUAL EXPENDITURE REPORT
OE Form 3119

The Annual Expenditure Report must be submitted to the State ABE Project Director no later than Augustl, 1974, as this information must be documented and forwarded to the U.S. Office of Education. Retain ONE copy for your files and forward ONE copy to:

Miss Mary G. Bodanza, Project Director
Adult Basic/Civic Education
182 Tremont Street
Boston, MA 02111

Do not use estimated figures as these will invalidate actual data, which must be in agreement with the overall totals on the Monthly Statement of Expenditure Forms. Unacceptable data will be returned for corrected adjustments which could delay approval of FY 1975 local budget requests.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0770

# ANNUAL EXPENDITURE REPORT FOR ADULT EDUCATION - STATE GRANT PROGRAM

Adult Education Act - Title III, Public Law 91-230

*(Read the instructions before completing this report. An answer is required for each item on this form.)*

City/Town

FISCAL YEAR ENDING: June 30, 1973

THIS REPORT IS
☐ **ESTIMATED** EXPENDITURES FOR THE ENSUING FISCAL YEAR *(Due July 1)*
☒ **ACTUAL** EXPENDITURES FOR THE 12-MONTH PERIOD ENDED JUNE 30 *(Due September 1)*

ACCOUNTING SYSTEM USED BY STATE
☐ CASH ☐ ACCRUAL ☐ OBLIGATION

DATE OF REPORT

## PART I - REPORT OF EXPENDITURES *(Complete Sections A and B of this Part for both the ESTIMATED and ACTUAL Report of Expenditures)*

### SECTION A - EXPENDITURES FOR ADMINISTRATION OF STATE PLAN AND PROJECT ACTIVITIES, BY SOURCE

| EXPENDITURES BY SOURCE *(Line 3 should equal Line 10, Section B)* (1) | TOTAL (2) | Local ADMINISTRATION (3) | SPECIAL PROJECTS (4) | TEACHER TRAINING (5) | RESEARCH OR DEMONSTRATION (6) | PROGRAMS OF INSTRUCTION (7) |
|---|---|---|---|---|---|---|
| 1. FEDERAL FUNDS ADULT EDUCATION ACT TOTAL *(Sum of 1.A and 1.B)* | $ | $ | $ | $ | $ | $ |
| a. CURRENT FISCAL YEAR | | | | | | |
| b. PREVIOUS FISCAL YEAR | | | | | | |
| 2. Local Funds | | | | | | |
| 3. TOTAL EXPENDITURES - ALL SOURCES *(Line 1 plus Line 2)* | $ | $ | $ | $ | $ | $ |

### SECTION B - EXPENDITURES FOR ADMINISTRATION OF STATE PLAN AND PROJECT ACTIVITIES, BY LINE ITEM

1.33

| EXPENDITURES BY LINE ITEM *(Line 10 should equal Line 3, Section A)* (1) | TOTAL (2) | STATE ADMINISTRATION (3) | SPECIAL PROJECTS (4) | TEACHER TRAINING (5) | RESEARCH OR DEMONSTRATION (6) | PROGRAMS OF INSTRUCTION (7) |
|---|---|---|---|---|---|---|
| 1. PERSONAL SERVICES | $ | $ | $ | $ | $ | $ |
| a. PROFESSIONAL | | | | | | |
| b. NONPROFESSIONAL | | | | | | |
| c. EMPLOYEE BENEFITS | | | | | | |
| d. CONSULTANTS | | | | | | |
| 2. CONFERENCES AND WORKSHOPS | | | | | | |
| 3. TRAVEL | | | | | | |
| 4. EQUIPMENT | | | | | | |
| 5. RENTAL OF SPACE | | | | | | |
| 6. INSTRUCTIONAL MATERIALS *(See Sec. C)* | | | | | | |
| 7. PRINTING, COMMUNICATIONS, AND EXPENDABLE SUPPLIES | | | | | | |
| 8. OTHER EXPENDITURES *(Specify)* | | | | | | |
| 9. INDIRECT COST | | | | | | |
| 10. TOTAL | $ | $ | $ | $ | $ | $ |

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ANNUAL EXPENDITURE REPORT

Part I-Report of Expenditures
Sections A & B

Part I, Sections A and B should be completed for both the ESTIMATED and the ACTUAL Expenditure Reports. Section C is required ONLY for the Actual Report. The Certification of Maintenance of Effort in Section D is required ONLY for the Estimated report.

GENERAL - SECTIONS A AND B

The column headings for Section A and B of this report are identical, Financial data are to be reported in these columns as follows:

Col. 2, Totals. These are the sums of Columns 3 through 7.

Col 3, Local Administration. This column is to cover all Local technical and supervisory expenditures under the State Plan. DO NOT include in this column amounts to be allocated for teacher training workshops, special projects, or research and demonstration projects.

Col. 4, Special Projects. Report here expenditures for Special Projects funded under Section 306 (a)(4) of the Adult Education Act. These should NOT include expenditures for Special Project grants funded directly by the U.S. Office of Education under Section 309 (c) of the act.

Col. 6, Research or Demonstration. Report in this column expenditures for Research or Demonstration Projects funded under Section 306 (a)(4) of the Adult Education Act. These should NOT include expenditures for Research or Demonstration grants funded directly by the U.D. Office of Education under Section 309(b) of the act.

Col.7, Programs of Instruction. This should include all expenditures applicable to Adult Education which are incurred by local educational agencies in conducting adult education classes.

SECTION A

This is a breakdown of expenditures for Adult Education by source, i.e., the Federal share and the State and local matching share. Data are to be identified as follows:

Line 1. Expenditures chargeable to the State's Federal allotment for Adult Education.

Line 2. Expenditures from non-Federal sources for Adult Education.

Line 3. Total Expenditures by Source-Sum of Lines land 2. The amts. shown on this line should equal the amounts shown for Section b Line 10, of each respective column.

SECTION B

This is a breakdown of expenditures for Adult Education BY LINE ITEM. Amounts reported in this Section should include BOTH the Federal AND the

non-Federal shares.

Lines 1 through 8. Eligible costs for these line items are defined in Section 166.33 of the Federal Regulations.

Line 4. Do not include in the amount shown on this line any expenditures which are reported on Line 6. (See Columns 6 and 7, Section C, of this Part, for a breakdown of expenditures for "Instructional Materials")

Line 6. The amount shown in Column 2 should equal the amount shown for Part I, Section C, Line 3, Col. 2.

Line 9. Indirect costs, if any, are determined by the application of that rate which has been negotiated between the DHEW Division of Grant Administration Policy and your State in accordance with DHEW borchure OASC-6 dated March 1969. This rate may be obtained from the office of your chief State officer.

Line lo. Total Expenditures by Line Item-Sum of Lines through 9. The amounts shown on this line should equal the amounts shown for Section A, Line 3, each respective column.

| ANNUAL EXPENDITURE REPORT FOR ADULT EDUCATION – STATE GRANT PROGRAM *(PART I – Continued)* | STATE | FISCAL YEAR ENDING June 30, 1973 |
|---|---|---|

SECTION C – EXPENDITURES FOR INSTRUCTIONAL MATERIALS *(Complete this Section for the ACTUAL Expenditure Report ONLY)*

| EXPENDITURES BY SOURCE *(Line 3 should equal Line 6, Section B)* (1) | TOTAL (2) | PRINTED AND PUBLISHED | | AUDIO-VISUAL | | OTHER INSTRUCTIONAL EQUIPMENT (7) |
|---|---|---|---|---|---|---|
| | | BOOKS (3) | OTHER (4) | MATERIALS (5) | EQUIPMENT (6) | |
| 1. FEDERAL FUNDS ADULT EDUCATION ACT | $ | $ | $ | $ | $ | $ |
| 2. Local Funds | | | | | | |
| 3. TOTAL EXPENDITURES-ALL SOURCES *(Line 1 plus line 2)* | $ | $ | $ | $ | $ | $ |

SECTION D – CONDITION FOR RECEIVING FEDERAL FUNDS FOR ADULT EDUCATION
*(This Section should be completed for the ESTIMATED Expenditure Report only)*

| CERTIFICATION OF MAINTENANCE OF EFFORT | The State Agency hereby certifies that expenditures by the State and its political subdivisions for educational programs for adults, from non-Federal sources, during the fiscal year covered by this application will be not less than the amount expended for such purposes from such sources during the preceding fiscal year. |
|---|---|

| SIGNATURE, CHIEF STATE SCHOOL OFFICER | TITLE | DATE OF CERTIFICATION |
|---|---|---|
| | | |

PART II – FINANCIAL STATEMENT OF RECEIPTS, EXPENDITURES, AND BALANCES OF FEDERAL FUNDS
*(Complete this part for ACTUAL Expenditure Report ONLY)*

SECTION A – ADJUSTMENTS TO PRIOR YEAR EXPENDITURE REPORTS

| FISCAL YEAR (1) | COMMON ACCOUNT NUMBER (2) | FEDERAL EXPENDITURES PREVIOUSLY REPORTED (3) | NET CHANGE *(Indicate plus or minus)* (4) | FEDERAL EXPENDITURES AS REVISED (5) |
|---|---|---|---|---|
| 1. 19 | | $ | $ | $ |
| 2. 19 | | | | |
| 3. 19 | | | | |
| 4. 19 | | | | |

SECTION B – FINANCIAL STATEMENT OF FEDERAL FUNDS FOR CURRENT FISCAL YEAR

| | |
|---|---|
| 1. UNOBLIGATED FEDERAL ALLOTMENT BROUGHT FORWARD FROM PREVIOUS FISCAL YEAR | $ |
| 2. FEDERAL ALLOTMENT AUTHORIZED FOR CURRENT FISCAL YEAR | |
| 3. FEDERAL FUNDS AVAILABLE FOR EXPENDITURE DURING CURRENT FISCAL YEAR *(Item 1 plus Item 2)* | |
| 4. FEDERAL FUNDS EXPENDED DURING FISCAL YEAR *(Same as Part I, Section A, Line 1, Column 2)* | |
| 5. UNOBLIGATED FEDERAL ALLOTMENT CARRIED FORWARD TO NEXT FISCAL YEAR *(Item 3 minus Item 4)*. THIS AMOUNT CANNOT EXCEED LINE 2 | $ |

| I CERTIFY that all information contained herein is true, complete, and correct to the best of my knowledge and belief. | SIGNATURE OF City Treasurer or Responsible Officer | Signature of Local ABE Director | DATE OF CERTIFICATION |
|---|---|---|---|
| | | | |

ANNUAL EXPENDITURE REPORT

Part 1-Sections C & D

Part 2-Sections A & B

SECTION C

This Section provides a breakdown of Total Expenditures for instructional materials by type and by source of funding. The amount shown on Line 3, Column 2, of this Section should equal the amount shown for Part I, Section B, Line 6, Column 2.

SECTION D

In accordance with Section 166.41 of the Adult Education Act Rules and Regulations, the Certification of Maintenance of Effort must be submitted annually PRIOR TO THE RECEIPT OF ANY FEDERAL FUNDS UNDER THIS PROGRAM. This certification MUST be signed by the chief State school officer.

PART II-FINANCIAL STATEMENT OF RECEIPTS, EXPENDITURES, AND BALANCES OF FEDERAL FUNDS

SECTION A

Adjustments to previously submitted Expenditure Reports should be shown here. Amounts of adjustments should be identified by fiscal year and by Common Account No.

NOTE: The Common Account No. for fiscal year 1968 and subsequent fiscal years is shown on the Notification of Grant Award. For prior years, the proper identification is as follows:

| | |
|---|---|
| FY 1965 | CAN 72760541 |
| FY 1966 | CAN 72770541 |
| FY 1967 | CAN 72210541 |

SECTION B

Line 1. Enter on this line the amount of unobligated Federal allotment under the Adult Education Act for the previous fiscal year. ALL funds carried forward from the federal allotment for the previous year MUST BE EXPENDED before any expenditure can be made against the Federal allotment for the current fiscal year . The amount of unobligated Federal funds reported here should be the same as the amount reported on Line 1 (b), Column 2, Section A of Part I.

Line 2. Enter on this line the amount of the Federal Allotment for the current fiscal year.

Line 3. Add Line 1 and Line 2.

Line 4. Enter on this line the Federal share of expenditure (actual disbursements and unliquidated obligation chargeable to the current fiscal year. This amount should equal the amount shown for Part I, Section Line 1, Soclumn 2.

Line 5. Deduct Line 4 from Line 3. This amount cannot be more than the Federal allotment for the current fiscal year (Line 2).

# SAMPLE FORMS

Following are some examples of how to fill out various forms for a typical , part-time program in Midtown, Massachusetts. Not all forms are included in the sample, but those that it seemed could benefit from illustration have been included.

Addendum IV

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THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF EDUCATION

DIVISION OF CURRICULUM AND INSTRUCTION

BUREAU OF ADULT SERVICES

Adult Basic Education

February, 19 7

TITLE III FEDERAL FUNDS-ADULT EDUCATION ACT

PUBLIC LAW 91-230

ADULT BASIC EDUCATION PROGRAM:

CITY/TOWN MIDTOWN, MASSACHUSETTS

The total amount of Title III Adult Basic Education Federal funds under this Project not to exceed the same amount funded the previous fiscal year unless previously requested and authorized by the State Office.

Amount FY 1976 0.00 Amount Requested for FY 1977 10,000

SIGNATURE M. M. N. Educator
Superintendent of Schools

DATE Feb. 1976

SIGNATURE A. B. Ed
Adult Basic Education Program Director

DATE Feb. 1976

AE #1

APPLICATION FOR ADULT BASIC EDUCATION PROGRAM

TITLE III

Adult Education Act ( P.L. 91-230 )

1. Title of Program MIDTOWN, ADULT BASIC EDUCATION
2. Name of School District MIDTOWN SCHOOL DISTRICT
3. Person in Charge of Program A.B. EGG

   Title (coordinator, supervisor or director) DIRECTOR

   Business Address 12 THREE ST. Telephone 123-4567

   Home Address 78 Third St. Telephone 234-5678
4. Application submitted by:

   Signature F. FUNDS

   Title FUNDING CO-ORDINATOR, ASS'T SUP'T. OF SCHOOLS

   Date Submitted FEB. 1976
5. Federal Congressional District 1ST

   State Senatorial District 3RD

   Representative District 6TH

---

FOR DEPARTMENT OF EDUCATION USE ONLY

Date Received _____ Reviewed on Merit of Performance
Recommended for Funding: YES____ NO ____

Approved By _____ _____
Director, Bureau of Adult Services — ABE Project Director

Total Project Cost Federal and Local Funds $_____ (100%)
Amount Carried from Previous Fiscal Year $_____
Amount Funded under Title III, ABE $_____ ( %)
Local Share $_____ ( %)

COST PER INSTRUCTIONAL HOUR PER STUDENT $_____
(Amount of funding ÷ number of actual instructional hours all students spent in class X number of students attending the Program)

AE #2

## STATEMENT OF CERTIFICATION

WE HEREBY CERTIFY THAT:

1. To the best of our knowledge and belief, the application made herein is in accordance with the Terms of the Massachusetts State Plan for P.L. 89-750, Title III, 1966.

2. Participation in the Massachusetts Plan for Adult Basic Education was authorized by vote of the school committee of:

   MIDTOWN, MASSACHUSETTS (City, Town or Regional District) on APRIL 2, 1966 (Date)

3. The Assurance of Compliance with Title VI of the Civil Rights Act dated 12-16-69 (Month, Day, Year) applies to the application submitted herewith.

4. For every $7.50 of Federal monies expended for Adult Basic Education, the MIDTOWN SCHOOL DISTRICT (City, Town or Regional School) will expend $2.50 as the local

5. All other applicable local rules and regulations and pertinent state statutes and regulations governing the expenditure of funds will be observed.

6. To the best of our knowledge and belief, none of the items for which approval is requested will originate in or be exported from a Communist country.

Superintendent of Schools I. M. N. Educator
Signature

Date Feb. 1976

Chairman of School Committee Begin Politics

Date Feb. 1976

## PROGRAM DESCRIPTION

1. Program Timetable:

   a. Beginning date (for classes) . . . . . 9-1

   b. Projected enrollment . . . . . 150

   c. Number of instructional hours . . . . . 1350

   d. Number of sessions per week - Learning Center . . . . —

   e. Number of sessions per week - Part-time Program . . . 30

   f. Total number of weeks (30 weeks minimum) . . . . . 30

   g. Total number of sessions (40 sessions minimum). . . . 900

   h. Closing Date . . . . . _____

2. Description Student Population:

   a. Size of the target population (ABE) in your city or town:
   (Refer to CAMPS reports or community monographs Massachusetts Department of Commerce)
   1970 Census of Population - Massachusetts
   U.S. Department of Commerce/Bureau of the Census 10,561

   b. Description of the target population you have recruited:

   Adults functioning at the fourth grade level or below 60

   Adults functioning above the fourth grade and through the eighth grade level 60

   Adults functioning above the eighth grade level and through the twelfth grade level or its equivalency 30

   c. Methods of student recruitment (community and neighborhood recruiters, radio, fliers, etc.):

   Flyers; word-of-mouth; radio; newspaper; posters; booths; displays; social service agency referrals.

3. Description of instructional practices (individualized and group instructions, use of learning machines, etc.):

Individualized instruction where appropriate

Group work for communication skills.

etc.

etc.

etc.

4. Explanation of coordination with local community agencies (CAP, MDTA, WIN, MODEL CITIES, N.Y.C., etc.):

A minimum of three (3) Letters of Intent from cooperating agencies indicating a willingness to cooperate in student recruitment and referral from community agencies and/or organizations. (Kindly attach Proposal Application)

See Attached.

City/Town _____

School System



PROGRAM CRITERIA

ADULT BASIC EDUCATION TITLE III

ADULT EDUCATION ACT

A. First priority shall be given to those students functioning at the fourth grade level or below, and second priority is to be given to students functioning above the fourth and through the eighth grade level. Third priority will be given to persons functioning above the eighth grade level and through the twelfth grade level or its equivalency.

B. Indicate which priority you have recruited in your area as meeting the most need. How many students will comprise this group, approximately?

60 students in 1-4 } - 1st priority
60 students in 5-8 } - 2nd priority

C. What special method in teaching reading are you preparing to use? _____

CITE materials in use Special materials: _____

_____ Special procedures: _____

_____

D. What procedures for evaluation will be used? _____

Cite procedures to be used

_____

E. Describe Guidance and Testing Service to be provided: _____

Describe counselling services Proposed tests to be used: _____

_____

F. Names of member of Local Advisory Committee: I.M. Interested; Loco L. Body; MR. Big Whig; Sammy Davis III; Sam Ervin; Donald Nixon; Ho Chi Minh; Mary Poppins; Big John; GETta Going; R.U. There.

Schedule of Advisory Committee Meetings: 1st Monday Every month.

_____

Upon advance notice, State personnel will be glad to meet with Local Advisory Committees.

# EXPENDITURES BUDGET

City/Town MIDTOWN

## 1.0 PERSONNEL SERVICES

Make certain that Section 1.0 Personnel Services is completed as in the following example: (NO. OF HOURS X RATE PER HOUR X NO. EMPLOYED = TOTAL COST) 100 hrs. X $10.00 per hr. X 1 = $1,000

| | | MATCHING SHARE | |
|---|---|---|---|
| | | Federal 75 % | Local 25 % |
| a. Administrative: (Pro-rated salaries list under part-time with symbol P.R. | | | |
| Director | Part-time | $ 1000 | |
| | Full Time | $ | |
| b. Counseling: | | | |
| | Part-time | $ | |
| | Full Time | $ | |
| c. Teachers: | | | |
| 1350 hrs x 7.00 per hr. x 1 (or 135 hrs x 200/hr x 10) | Part-time | $ 7000 | 2450 |
| | Full Time | $ | |
| d. Associate Professionals: | | | |
| | Part-time | $ | |
| | Full Time | $ | |
| e. Recruiters: | | | |
| | Part-time | $ | |
| | Full Time | $ | |
| f. Clerical: | | | |
| 200 hrs x 3.5/hr. x 1 | Part-time | $ 175 | 525 |
| | Full Time | $ | |
| g. Custodial: | | | |
| 135 hrs x 5.00 x 1 | Part-time | $ 675 | |
| | Full Time | $ | |

| | | Federal 75% | Local 25% |
|---|---|---|---|
| h. Other (Specify): | | | |
| _____ | Part-time | $ | |
| _____ | Full Time | $ | |
| | TOTAL 1.0 | $ 8850 | 2975 |

2.0 NON-PERSONNEL

Instructional Materials-Hardware Only

An inventory of all capital items purchased during this fiscal year must be kept, both in the local school district and at the State ABE Office.

| | | Federal ___% | Local ___% |
|---|---|---|---|
| a. Audio-visual Equipment: | | $ 200 | |
| b. Office Equipment: | | $ 100 | |
| | TOTAL 2.0 | $ 900 | 0 |

3.0 GUIDANCE, COUNSELING, TESTING

| | | |
|---|---|---|
| a. Standardized Tests: (Include names of tests and Company purchased) | $ 100 | |
| 1. | $ | |
| 2. | $ | |
| b. Interest Blanks: | $ | |
| c. Reference Books: | $ | |
| TOTAL 3.0 | $ 100 | 0 |

4.0 OTHER SERVICES AND SUPPLIES (SOFTWARE)

| | | |
|---|---|---|
| a. Books and other instructional materials for 150 adults | $ 750 | |
| b. A.B.E. Conferences and Workshops only (Advance request required from State ABE Office | $ | |
| c. Equipment Maintenance and Repair | $ | 125 |

| | | Federal ___% | Local ___% |
|---|---|---|---|
| d. | Communication (Newspaper, Radio, etc.) | $ | 200 |
| e. | Utilities-Out of school sites only | $ | |
| f. | Printed Materials | $ | 200 |
| g. | Space Rental (~~Out of school sites only) (Non-public buildings)~~ | $ | |
| | TOTAL 4.0 | $ 750 | 525 |

| ITEMIZATION OF TOTALS: | | | |
|---|---|---|---|
| | 1.0 | $ 8850 | 2975 |
| | 2.0 | $ 300 | 0 |
| | 3.0 | $ 100 | 0 |
| | 4.0 | $ 750 | 525 |
| MONIES - GRAND TOTAL | | $ 10,000 | 3500 |

TOTAL PROGRAM COST FEDERAL AND LOCAL MONIES $ 13,500

* * * * * * * * * * * * * * * * * * * *

SUBMISSION OF APPLICATIONS

Two (2) copies of the completed application will be submitted to:

Project Director
Bureau of Adult Services
Massachusetts Separtment of Education
178 Tremont Street
Boston, Massachusetts 02111

One (1) copy should be forwarded to the Superintendent of schools. The applicant agency should keep one or more copies on file.

DEADLINE FOR SUBMISSION

Fiscal Year applications must be submitted by February 1.

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
BUREAU OF ADULT EDUCATION AND EXTENDED SERVICES
ADULT BASIC EDUCATION

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FORM 91-230-A-5 (REVISED) MONTHLY STATEMENT OF EXPENDITURES

MONTH OCTOBER LOCAL DISTRICT MIDTOWN

PROGRAM TITLE MIDTOWN ABE PROGRAM # 1234567

SECTION I. BUDGET CONTROL
Total Federal Funds Approved FY 1973 10,000

| | (1) Approved Budget Categories FY 1973 | (2) Actual Expenditures Current Month | (3) Actual Expenditures Accumulative To Date | (4) Total Unexpended Balance To Date |
|---|---|---|---|---|
| 1. Personnel Services | 8850 | 1153.50 | 2307.00 | 6543.00 |
| 2. Instruction Materials (hardware, office equipment, only) | 300 | 280.00 | 280.00 | 20.00 |
| 3. Other Services and Supplies (software) | 850 | 200.00 | 300.00 | 550.00 |
| Totals | 10,000 | 1633.50 | 2887.00 | 7113.00 |
| Grand Total Accumulative | | | | (Column 1-3) |

N.B. Expenditures in budget categories in access of approved budgets will be assumed by the local school system unless prior approval for the transfer within categories has been authorized by this Office.

SECTION II. CASH CONTROL

1) CASH ON HAND BEGINNING OF MONTH 8746.50

2) ADDITIONAL RECEIPTS THIS MONTH 0

3) FEDERAL FUNDS AVAILABLE 8746.50

4) LESS EXPENDITURES THIS MONTH (1633.50)

5) CASH ON HAND - END OF MONTH 7113.00
(THIS TOTAL BECOMES THE BEGINNING BALANCE FOR THE FOLLOWING MONTH CASH ON HAND, SECTION II. NO. 1)

List any instructional equipment (hardware) purchased during the month at a cost of $100 or more:
110.00 - Tape Recorder

OFFICIAL SIGNATURE:
City/Town Treasurer or Responsible Official L. Ma Educatn

Program Director, Adult Basic Education A.B. Ese

PLEASE RETAIN ONE COPY FOR YOUR FILES

# PROFESSIONAL STAFF CERTIFICATION

Program # 123456

Title of Program MIDTOWN MASSACHUSETTS ABE

Local District MIDTOWN

Name WHATA TEACHER Phone 123-4567

Home Address 12 READING (street and number) MIDTOWN (city or town) 99199 (zip code)

Business Address —

Educational Preparation: Undergraduate and Graduate

| INSTITUTION | SPECIALIZATION | DEGREE | YEAR |
|---|---|---|---|
| TEACHER TECH | EDUC. | B.A. | 1971 |
| | | | |
| | | | |

MASSACHUSETTS TEACHING CERTIFICATE NO.: 123456

Workshop in Adult Basic Education:

| INSTITUTION | YEAR | MASS. A.B.E. CERTIFICATE RECEIVED |
|---|---|---|
| STATE U. | 1972 | YES (✓) NO ( ) |

Years Experience Teaching A.B.E. Program: 3 Where MIDTOWN

Years Experience Teaching A.C.E. Program: 0 Where

Present Position in Program: TEACHER Salary per hr. $7.00

Specific Duties TEACHING A.B.E. classes

Elementary or Secondary Teaching or Administrative Experience:

MIDTOWN HIGH SCHOOL

---

FOR DEPARTMENT OF EDUCATION USE ONLY:
Approved Rejected Date

Signed Position

[redacted] MONTHLY ATTENDANCE RECORD

ADULT BASIC EDUCATION or ADULT CIVIC EDUCATION

Program Title MIDTOWN ABE For the Month Of Oct. 1977 Teacher's Name WHATA TEACHER

Class Meets on: Monday ✓ Tuesday ___ Wednesday ✓ Thursday ___ Friday ✓ Morning ___ Afternoon ___ Evening ✓ Time 7-8:30

Length of Session 1.5 hrs. A=Absent P=Present D=Discharged E=Entered H=Holiday V=Vacation W=Withdrawal

City/Town MIDTOWN Official Signature - Program Director A.B. See

| | Student's Name | Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | M | T | W | T | F | | M | T | W | T | F | | M | T | W | T | F | | M | T | W | T | F | | M | T | W | T | F |
| | | 1 | 2 | 3 | 4 | 5 | | 8 | 9 | 10 | 11 | 12 | | 15 | 16 | 17 | 18 | 19 | | 22 | 23 | 24 | 25 | 26 | | 29 | 30 | | | |
| 1 | J. M. THERE | E | | P | | P | | A | | P | | P | | P | | P | | P | | A | | P | | P | | P | | | | |
| 2 | Dan Mathes | E | | P | | A | | P | | P | | P | | P | | A | | P | | P | | P | | A | | P | | | | |
| 3 | Joe Namath | E | | P | | P | | P | | P | | P | | A | | P | | P | | P | | P | | P | | P | | | | |
| 4 | Lisa Bouen | E | | P | | P | | A | | P | | A | | P | | P | | A | | A | | P | | P | | P | | | | |
| 5 | Richard Burton | | | E | | P | | A | | P | | A | | P | | P | | P | | A | | P | | P | | P | | | | |
| 6 | Candice Bergen | | | | | | | | | | | | | | | | | | | | | | | | | P | | | | |
| 7 | Abe Ribicoff | E | | | | | | | | | | | | | | | | | | | | | | | | P | | | | |
| 8 | John Ford | | | E | | | | | | | | | | | | | | | | | | | | | | P | | | | |
| 9 | Howard K. Smith | E | | | | | | | | | | | | | | | | | | | | | | | | A | | | | |
| 10 | NGUEN THIEU | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | Francis Sargent | | | | | | | | | | | | | | | | | | | | | | | | | A | | | | |
| 12 | Karl Borden | E | | | | | | | | | | | | | | | | | | | | | | | | P | | | | |
| 13 | Jason Borden | E | | | | | | | | | | | | | | | | | | | | | | | | P | | | | |
| 14 | Sandra Borden | | | E | A | P | | P | P | P | P | P | | A | P | P | P | P | | P | P | A | P | P | | A | | | | |
| 15 | Jody Borden | E | A | P | P | P | | P | P | P | P | P | | A | P | P | P | P | | P | P | A | P | P | | A | | | | |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

A Copy Of This Record Is To Be Returned To This Office At The End Of Each Month To: Miss Mary G. Bodanza, Project Director
Adult Basic Education - 178 Tremont Street, Boston, MA 02111

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

DIVISION OF
CURRICULUM AND INSTRUCTION

ADULT BASIC EDUCATION

ANNUAL PROGRAM REPORT

FISCAL YEAR 1972

April 7, 1972

Community MIDTOWN Date May 1977

Signature of Local A.B.E. Director A. R. Lee

Signature of Person Making Report Same

Position Same

Period Covered by A.B.E. Program:

From 9-1 (month) 76 (year)

To May (month) 77 (year)

This Report is to be returned to the Department of Education no later than MAY 26, 1972 to:

Mr. Robert Sinicrope
Senior Supervisor
Adult Basic Education
4th Floor
182 Tremont Street
Boston, Massachusetts 02111

TABLE I

NUMBER OF PARTICIPANTS BY RACE, SELECTED ETHNIC GROUPS, AGE AND SEX

| | | (1) WHITE (Other than Spanish Surnamed) | (2) NEGRO | (3) SPANISH SURNAMED (Cubans, Mexican-Americans, Puerto Ricans) | (4) AMERICAN INDIAN | (5) ORIENTAL | (6) OTHER | (7) TOTAL |
|---|---|---|---|---|---|---|---|---|
| 1. | (a) 16 MALE TO (b) 24 FEMALE | 15 / 6 | 1 / 2 | 0 / 3 | 0 | 0 | 0 | 16 / 11 |
| 2. | (a) 25 MALE TO (b) 34 FEMALE | 6 / 18 | 1 / 1 | 2 / 5 | | | | 9 / 24 |
| 3. | (a) 35 MALE TO (b) 44 FEMALE | 10 / 17 | 5 / 4 | 6 / 4 | | | | 21 / 25 |
| 4. | (a) 45 MALE TO (b) 54 FEMALE | 1 / 3 | 3 / 5 | 7 / 3 | | | | 11 / 11 |
| 5. | (a) 55 MALE TO (b) 64 FEMALE | 2 / 5 | 1 / 1 | 2 / 3 | | | | 5 / 9 |
| 6. | (a) 65 MALE + (b) FEMALE | 2 / 1 | 2 / 1 | 1 / 1 | 0 | 0 | 0 | 5 / 3 |
| 7. | TOTAL | 86 | 27 | 37 | 0 | 0 | 0 | 150 |

TABLE I reports the population that is being served by adult education classes in the State with Federal, State or local funds under P.L. 91-230. It should include participants from other Federal programs such as Manpower and WIN for whom any direct services are being provided at clearly additional cost to the program (e.g., when an influx of 40 WIN participants would necessitate operating 2 or 3 extra classes). Every participant that completed 12 or more hours of instruction during the fiscal year July 1-June 30 should be included in this table.

A participant's age is to be reported as age at time of first class attended during the fiscal year.

The total number of adult education participants reported in Line 7, Column 7 of TABLE I should agree exactly with the total figure reported in Line 4, Column 1, Part A of TABLE II.

PARTICIPANT PROGRESS AND SEPARATION DATA BY INSTRUCTIONAL LEVEL

PART A

| INSTRUCTIONAL LEVEL | NUMBER OF PARTICIPANTS WHO... (1) STARTED AT EACH LEVEL | (2) STARTED AT EACH LEVEL AND COMPLETED THAT LEVEL | (3) STARTED AT A LOWER LEVEL AND COMPLETED A HIGHER LEVEL | (4) SEPARATED FROM EACH LEVEL |
|---|---|---|---|---|
| 1. BEGINNING | 60 | 30 | | 5 |
| 2. INTERMEDIATE | 60 | 30 | 10 | 3 |
| 3. ADVANCED | 30 | 20 | 5 | 5 |
| 4. TOTAL | 150 | | | |

PART B

| REASONS FOR SEPARATIONS | NUMBER OF SEPARATIONS FOR EACH REASON |
|---|---|
| 1. TO TAKE A JOB (UNEMPLOYED WHEN ENTERED PROGRAM) | |
| 2. TO TAKE A BETTER JOB (EMPLOYED WHEN ENTERED PROGRAM) | 2 |
| 3. TO ENTER ANOTHER TRAINING PROGRAM | 1 |
| 4. MET PERSONAL OBJECTIVE | 5 |
| 5. FOR LACK OF INTEREST | |
| 6. BECAUSE OF HEALTH PROBLEMS | 3 |
| 7. BECAUSE OF TRANSPORTATION PROBLEMS | 1 |
| 8. BECAUSE OF CHILD CARE PROBLEMS | |
| 9. BECAUSE OF FAMILY PROBLEMS | |
| 10. BECAUSE OF TIME CLASS/PROGRAM IS SCHEDULED | |
| 11. BECAUSE OF CLASS/PROGRAM TERMINATION | |
| 12. FOR OTHER KNOWN REASONS | |
| 13. FOR UNKNOWN REASONS | |
| 14. TOTAL | 12 |

TABLE II combines important data on starting levels, completions, and separations. As with TABLE I, only participants who attended 12 or more hours of instruction during the fiscal year should be reported. The total figure reported in Line 4, Column 1, Part A of TABLE II should agree exactly with the total reported in Line 7, Column 7 of TABLE I.

Students who left the program during the fiscal year because they completed the intermediate or advanced levels, should not be counted as separations, but as completions. Count separations one time only. For example, a female who separates because she has a babysitting problem may be said to have a family problem. However, it is more accurate and useful to report her separation more under "CHILD CARE PROBLEMS."

Reasons for separations have been delineated to show "positive" type reasons indicating certain program accomplishments, as well as problem-related reasons which may be amenable to State and/or Federal influence. For example, if health problems show up significantly in a given State as a reason for separations, the State Administrator might encourage curriculum on personal health care, hygiene, and nutrition. The total figure reported in Line 4, Column 4, Part A of TABLE II should agree exactly with the total reported in item 14 of Part B.

Until such time as special definitions have been developed for measuring adult performance levels, "Beginning" level (to conform with census data) is equivalent to grades 1-4. "Intermediate" is equivalent to grades 5-8. "Advanced" is equivalent to grades 9-12.

TABLE III

NUMBER OF PARTICIPANTS AND NUMBER OF DAY-TIME AND EVENING CLASSES BY TYPE OF LOCATION

| LOCATIONS OF CLASSES | (1) NUMBER OF PARTICIPANTS | (2) NUMBER OF DAY-TIME CLASSES | (3) NUMBER OF EVENING CLASSES |
|---|---|---|---|
| SCHOOL BUILDING: 1. ELEMENTARY/JUNIOR | 60 | | 4 |
| SCHOOL BUILDING: 2. SECONDARY | 60 | | 4 |
| SCHOOL BUILDING: COLLEGE/JUNIOR COLLEGE/ 3. TECHNICAL INSTITUTES | | | |
| 4. LEARNING CENTER | | | |
| 5. CORRECTIONAL INSTITUTION | | | |
| 6. HOSPITAL | | | |
| 7. WORK SITE | 30 | | 2 |
| 8. OTHER LOCATIONS | | | |
| 9. TOTAL | | | |

TABLE III shows where participants attended classes and the number of day and evening classes by type of classroom location. As with TABLE I and Column I of TABLE II the State should report on every participant that completed 12 or more hours of instruction during the fiscal year.

"School building" can be either public or private. For purposes of this report junior high buildings should be classified as elementary.

"Learning centers" for purposes of the adult education program and this report are adult instructional settings featuring: 1) extensive use of programmed instruction, 2) flexible participant scheduling and attendance, 3) being open for extended periods of time and on a daily basis, e.g., 9 AM to 5 PM. In cases where learning centers are found in any of the other types of locations listed, participants should be counted as attending learning centers, not the other types.

"Correctional Institutions" can be Federal, State or local and include youth offenders as well as adults. Inmates are the only ones to be included in this category.

"Hospitals" can be Federal, State or local; mental institutions are included. Hospital in-patients and out-patients are the only ones to be included in this category.

"Work sites" can be public or private, as long as they are operating places of employment for the participants. If hospital or correctional employees are trained at their respective job locations, they would be counted under the "work site" category.

"All other locations" would include those that do not fit into one of the above categories. Church and storefront locations are among those that would generally fall into this category.

TABLE IV

NUMBER OF PAID PERSONNEL, BY LOCATION AND TYPE OF EMPLOYMENT, AND BY AMOUNT OF TRAINING FOR ADULT EDUCATION POSITION

| ORGANIZATIONAL PLACEMENT AND TYPE OF JOB PERFORMED | PAID ADULT EDUCATION PERSONNEL | | | | | |
|---|---|---|---|---|---|---|
| | (1) TOTAL NO. OF PERSONNEL | (2) EQUIVALENT NO. OF FULL TIME PERSONNEL | (3) AMOUNT OF STATE AND/OR LOCAL TRAINING—IN CLOCK HOURS | | | |
| | | | (a) NO. TAKING 1-16 HOURS | (b) NO. TAKING 17-40 HOURS | (c) NO. TAKING 41 OR MORE HOURS | (d) NO. TAKING NO HOURS |
| 1. LOCAL ADMINISTRATIVE & SUPERVISORY PERSONNEL | 1 | .25 | 1 | | | |
| 2. LOCAL TEACHERS | 10 | 1.5 | 6 | 2 | 1 | 1 |
| 3. LOCAL COUNSELORS | | | | | | |
| 4. LOCAL PARAPROFESSIONALS | | | | | | |
| TOTAL | 11 | 1.75 | 7 | 2 | 1 | 1 |

TABLE IV requires data on numbers of personnel and their full time equivalence for five different personnel categories. It also provides for indication of the amount of State and/or local preservice adult education program-related training received by paid personnel during the fiscal year.

In Column I, count one time only each employee being paid out of Federal, State, or local adult education funds. Each employee should be placed in the personnel category where he does most of his work. "Administrative and Supervisory Personnel" includes teacher trainers. "Paraprofessionals" includes teacher/classroom aides.

"Equivalent Number of Full Time Personnel," Column II, should be stated according to a formula or method used in determining full time employment in each of the different job categories. In the space provided below* please specify the various formulas or methods used in each of the categories.

"State or Local Training" is not to include any "309(b) and (c)" funded training. It should include other training that is clearly related to the program effort under the personnel categories listed above. A "clock hour" refers to a period of instruction of at least 50 minutes in length.

# APPENDIX I

# ADULT

# EDUCATION

# PUBLICATIONS

# ADULT EDUCATION PUBLICATIONS

1) Adult Leadership

10 issues/year $13.00
Nicholas P. Mitchell, ed.

Circulation address: Adult Education Association of the U.S.A.
The Otis Building
810 18th St., N.W.
Washington, D.C. 20006

2) Adult Education

4 issues/year $11.00

Circulation address: Adult Education Association of the U.S.A.
The Otis Building
810 18th St., N.W.
Washington, D.C. 20006

3) Adult Education Magazine

Annual. No cost.

Circulation address: Youth Education Systems, Inc.
1896 Westwood Boulevard
Los Angeles, California 90025

4) International Journal of Continuing Education and Training

4 issues/year $25.00
Phillip L. Sleeman, ed.

Circulation address: Baywood Publishing Co., Inc.
43 Central Drive
Farmingdale, New York 11735

5) The Adult Education Association in Massachusetts

6 issues/year No charge to members.
Molly Charter, ed.

Circulation address: Adult Education Association
c/o Boston Public Library
Copley Square
Boston, Massachusetts 02117

# APPENDIX II

# ADULT EDUCATION ORGANIZATIONS

# ADULT EDUCATION ORGANIZATIONS

ADULT EDUCATION ASSOCIATION OF THE U.S.A. (AEA)
Affiliated with the Council of National Organizations for Adult Education (CNO-AE)

Charles B. Wood, Executive Director
Adult Education Association of the U.S.A.
810-18th Street, N.W.
Washington, D.C. 20006

(202) 347-9574

ADULT EDUCATION ACTION COUNCIL (AEAC)

Alexander N. Charters, President
Adult Education Action Council
Suite 1205 East
4201 Cathedral Avenue, N.W.
Washington, D.C. 20016

(202) 244-6167

ADULT SERVICES DIVISION (ASD) OF THE AMERICAN LIBRARY ASSOCIATION (ALA)

Andrew Hansen, Executive Secretary
Adult Services Division, American Library Association
50 East Huron Street
Chicago, Illinois 60611

(312) 944-6780 Extension 293

CHURCH WOMEN UNITED (CWU) ADULT BASIC EDUCATION COMMITTEE AND STAFF FOR VOLUNTEERS IN COMMUNITY SERVICES

Mrs. Alice M. Leppert, ABE Program Specialist
Church Women United: Adult Basic Education Committee and Staff for Volunteers in Community Service
Room 812
475 Riverside Drive
New York, New York 10027

(212) 870-2347

COALITION OF ADULT EDUCATION ORGANIZATIONS (CAEO)
Formerly Committee of Adult Education Organizations (Ad Hoc), 1965

Clarence H. Thompson, President
Coalition of Adult Education Organizations
University College-Center for Continuing Education
Drake University
2700 University Avenue
Des Moines, Iowa 50311

(515) 271-2183

COMMISSION OF PROFESSORS OF ADULT EDUCATION (CPAE)
A division of the Adult Education Association of the U.S.A. (AEA)

William S. Griffith, Chairman
Commission of the Professors of Adult Education
Department of Education
University of Chicago
5835 Kimbark Avenue
Chicago, Illinois 60637

(312) 753 3815

COUNCIL OF NATIONAL ORGANIZATIONS FOR ADULT EDUCATION (CNO-AE)

Mrs. Constance Burgess, President
Council of National Organizations for Adult Education
1225 Nineteenth Street, N.W.
Washington, D.C. 20036

(202) 296-7297

DIVISION OF ADULT EDUCATION SERVICES (DAES) OF THE NATIONAL EDUCATION ASSOCIATION (NEA)

Robert A. Luke, Director
Division of Adult Education Services
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

(202) 833-5492

INSTITUTE OF LIFETIME LEARNING (ILL)

Lawrence O. Carlson, Associate Dean
Institute of Lifetime Learning
Suite 601
1346 Connecticut Avenue, N.W.
Washington, D.C.

(202) 332-7841

NATIONAL ACADEMY FOR ADULT JEWISH STUDIES (NAAJS)
Adult education arm of the United Synagogue of America

Marvin S. Wiener, Director
National Academy for Adult Jewish Studies
218 East 70th Street
New York, New York 10021

(212) 535-0790

NATIONAL ASSOCIATION OF BLACK ADULT EDUCATORS (NABAE)

Joseph C. Paige, President
Ernest A. Dow, Vice President and Executive Director
National Association of Black Adult Educators
Federal City College
1424 K Street, N.W.
Washington, D.C. 20005

(202) 628-5951

NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION (NAPCAE)
An Affiliate of the National Education Association (NEA)

James R. Dorland, Executive Secretary
National Association for Public Continuing and Adult
Education
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

(202) 833-5486

MASSACHUSETTS ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION (MAPCAE)
An affiliate of the National Association for Public Continuing and Adult Educ

Ray Morrow President
Massachusetts Association for Public Continuing Adult Education
195 State St.
Springfield, Massachusetts 01103
(413) 733 2132

MASSACHUSETTS ADULT EDUCATION ASSOCIATION (MAEA)

Molly Charter Secy.
Adult Education Association
c/o Boston Public Library
Copley Square
Boston Massachusetts 02117

# APPENDIX III

# RELATED PUBLIC

# AND

# PRIVATE ORGANIZATIONS

# RELATED PUBLIC AND PRIVATE ORGANIZATIONS

AMERICAN ASSOCIATION OF JUNIOR COLLEGES (AAJC)

Edmund J. Gleazer, Jr. Executive Director
American Association of Junior Colleges
One Dupont Circle, N.W.
Washington, D.C. 20036

(202) 293-7050

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN (AAUW)

Alice L. Beeman, General Director
American Association of University Women
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

(202) 338-4300 Extension-1

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, INC. (ASTD)

James W. Pearson, Executive Director
American Society for Training and Development
P.O. Box 5307
517 N. Segoe Road
Madison, Wisconsin 53705

(608) 238-9312

AMERICAN VOCATIONAL ASSOCIATION, INC. (AVA)

Lowell A. Burkett, Executive Director
American Vocational Association, Inc.
1510 H Street, N.W.
Washington, D.C. 20005

(202) 737-3722

ASSOCIATION FOR FIELD SERVICES IN TEACHER EDUCATION (AFSTE)

Mrs. Lois Burdick, Secretary-Treasurer
Association for Field Services in Teacher Education
Division of Extended Services
Indiana State University
Terre Haute, Indiana 47809

(812) 232-6311 Extension-721

ASSOCIATION OF UNIVERSITY EVENING COLLEGES (AUEC)

Howell W. McGee, Executive Secretary
Association of University Evening Colleges
Adult Admission and Records
University of Iklahoma
1700 Asp Avenue
Norman, Oklahoma 73069

(405) 325-1021

B'NAI B'RITH (BB)

Rabbi Jay Kaufman, Executive Vice President
B'nai B'rith
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

(202) 393-5284 Extension-317

CORPORATION FOR PUBLIC BROADCASTING (CPB)
Have funding ties with the National Public Radio (PR), and the Public Broadcasting Service (PBS)

Robert D. B. Carlisle
Director of Educational Projects
Corporation of Public Broadcasting
1345 Avenue of the Americas
New York, New York 10019

(212) 582-2020 Extension-18

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTING (NAEB)
A division of Educational Television Stations (ETS)

William G. Harley, President
James A. Fellows, Secretary
National Association of Educational Broadcasters
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

(202) 667-6000

NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND GRANT COLLEGES

Ralph K. Huitt, Executive Director
National Association of State Universities
Suite 710
One Dupont Circle, N.W.
Washington, D.C. 20036

(202) 293-7120

NATIONAL ASSOCIATION OF TRADE AND TECHNICAL SCHOOLS (NATTS)

William A. Goddard, Executive Director
National Association of Trade and Technical Schools
2021 L Street, N.W.
Washington, D.C. 20036

(202) 296-8892

NATIONAL COMMUNITY SCHOOL EDUCATION ASSOCIATION (NCSEA)

Nick Pappadakis, Executive Secretary
National Community School Education Association
1017 Avon Street
Flint, Michigan 48503

(313) 238-1631 Extension-263

NATIONAL COUNCIL OF CHURCHES (NCC) OF CHRIST IN THE U.S.A.

R. H. Edwin Espy, General Secretary
National Council of Churches of Christ in the U.S.A.
Room 880
475 Riverside Drive
New York, New York 10027

(212) 870-2200 Extension-2141

NATIONAL COUNCIL ON COMMUNITY SERVICES (NCCS) FOR COMMUNITY AND JUNIOR COLLEGES

J. Kenneth Cummiskey, Executive Director
National Council on Community Services for Community and Junior Colleges

One Dupont Circle, N.W.
Washington, D.C. 20036

(202) 293-7050 Extension-49 or 50

NATIONAL COUNCIL ON JEWISH EDUCATION (NCJE)
Part of American Association for Jewish Education (ASJE)

Zalmen Slesinger, Executive Secretary
National Council on Jewish Education
101 Fifth Avenue
New York, New York 10003

(212) 675-5656

NATIONAL EDUCATIONAL TELEVISION (NET)
Now a division of Educational Broadcasting Coporation, New York

Henry C. Alter, Director of Media Services
National Educational Television
10 Columbus Circle
New York, New York 10019

(212) 262-5740

NATIONAL HOME STUDY COUNCIL (NHSC)

David A. Lockmiller, Executive Director
National Home Study Council
1601 Eighteenth Street, N.W.
Washington, D.C. 20009

(202) 234-5100

NATIONAL PUBLIC RADIO (NPR)
Financed by the Corporation for Public Broadcasting (CPB)

Donald R. Quale, President
National Public Radio
888 Sixteenth Street, N.W.
Washington, D.C. 20006

(202) 833-1230

NATIONAL TRAINING LABORATORY (NTL)
INSTITUTE FOR APPLIED BEHAVIORAL SCIENCE
Associated with the National Education Association (NEA)

Valdimir A. Dupre, President
National Training Laboratory
Institute for Applied Behavioral Science
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

(202) 833-4345

NATIONAL UNIVERSITY EXTENSION ASSOCIATION (NUEA)

Robert J. Pitchell, Executive Director
National University Extension Association
National Center for Higher Education
Suite 360
One Dupont Circle, N.W.
Washington, D.C. 20036

(202) 659-3220

PUBLIC BROADCASTING SERVICE (PBS)
Financed by the Corporation for Public Broadcasting (CPB)

Hartford Gunn, Jr., President
Public Broadcasting Service
955 L'Enfant Plaza North, S.W.
Washington, D.C. 20024

(202) 484-9500

SOCIETY FOR PUBLIC HEALTH EDUCATORS, INC. (SOPHE)
Affiliated with the International Union for Health Education (IUHE), through organizational membership in the American National Council for Health Education of the Public, Inc. (ANCHEP)

James P. Lovegren, Administrative Secretary
Society of Public Health Educators, Inc.
Room 408
655 Sutter Street
San Francisco, California 94102

(415) 673-7267

UNITED BUSINESS SCHOOLS ASSOCIATION (UBSA)

Richard A. Fulton, Executive Director
United Business Schools Association
1730 M Street, N.W.
Washington, D.C. 20036

(202) 659-2460

# APPENDIX IV

# SUGGESTED SAMPLE FORMS FOR LOCAL PROGRAM OPERATION

Employee No. 201.

Code No. _____

# INSTRUCTORS TIME AND ATTENDANCE REPORT

INSTRUCTOR _____ CLASS _____

MONTH _____ 19 _____

ADDRESS _____ PHONE NUMBER _____

| DAY | DATE | PRESENT ENROLLMENT M | PRESENT ENROLLMENT F | NO. RECEIVING INSTRUCTION M | NO. RECEIVING INSTRUCTION F | HOURS OF INSTRUCTION | REMARKS |
|---|---|---|---|---|---|---|---|
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| TOTALS | | | | | | | |

Reports are due in Coordinators' office at end of each calendar month, Public Schools Administration Building

TOTAL HOURS CLAIMED _____

SIGNATURE _____

APPROVED _____

203.

EQUIPMENT INVENTORY

Adult Education

Page_____

| NAME AND DESCRIPTION ARTICLE | DATE OF PURCHASE | FROM WHOM PURCHASED | PURCHASE PRICE | SERIAL OR MODEL NUMBER | LOCATION WHERE USED |
|---|---|---|---|---|---|
| | | | | | |

CLASS ROSTER

Adult Basic Education

INSTRUCTOR _____ QUARTER _____

NAME OF CLASS _____ DAYS _____

SCHOOL _____ ROOM # _____ TIME _____

| | NAME | ADDRESS | TELEPHONE | RACE or NATIONALITY | COMMENTS |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
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| 14. | | | | | |
| 15. | | | | | |
| 16. | | | | | |
| 17. | | | | | |
| 18. | | | | | |
| 19. | | | | | |
| 20. | | | | | |

COMMENTS: _____

ADULT BASIC EDUCATION

RECRUITER REPORT

Strictly Confidential--Recruiter Show Identification--
Information for official use only.

Name _____ Phone No. _____
(Last Name) (First Name)

Address _____ City _____

Age ____ Sex: Male ____ Female ____

Marital Status: (Check One) Single ____ Married ____ Not living With Spouse ____

Annual Salary _____

Years of Schooling _____ No. of Children Living at Home ____

Enroll in a Class: Will ____ May ____ Will Not ____

Most Convenient Time: Morning Afternoon Evening

If Not-Reasons:

___not interested
___children-baby sitter
___poor health
___aged
___work schedule
___lacks confidence
___already engaged in Education
___doesn't appear to need
___basic education
___other reasons

Should another call be made ___Yes ___No

Additional Information _____

_____

Ethnic Group _____

Recruiter _____

Date _____

STUDENT INFORMATION SHEET
ADULT BASIC EDUCATION

NAME _____ * TEACHER _____

ADDRESS _____ * SCHOOL _____

TELEPHONE _____ * DATE TO BEGIN _____

BIRTHDATE _____ SEX _____ * GRADE LEVEL PLACEMENT:

PLACE OF BIRTH _____ * ____I ____II ____III

RACE _____ U.S. CITIZEN? _____ * GRADUATED _____

MARITAL STATUS _____ _____ _____ * _____
Married Single Divorced

**********

HEAD OF HOUSEHOLD? Yes____ No____

TOWN & STATE WHERE ATTENDED SCHOOL LAST _____ YEAR _____

HIGHEST GRADE COMPLETED _____ OCCUPATION _____ EMPLOYER ____

FAMILY INCOME: Hourly _____ Weekly _____ Yearly _____

| CHILDREN | BIRTHDATE | GRADE IN SCHOOL |
|---|---|---|
| | | |
| | | |
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| | | |

| OTHER ADULTS IN HOME | RELATIONSHIP | OCCUPATION | HIGHEST GRADE COMP. |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

HOW DID YOU LEARN ABOUT A.B.E.? _____

# INDIVIDUAL STUDENT RECORD

NAME_____ LOCAL ADDRESS _____ ADDRESS CHANGE_____

PHONE_____ DATE OF BIRTH_____ PLACE OF EMPLOYMENT_____

_____

_____

Date Enrolled_____

Teacher_____

Beginning Class On_____

INITIAL INTERVIEW

Reading Level...._____

Arithmetic Level...._____

Language Development:

_____

_____

Counselor Comments:

_____

_____

_____

_____

_____

## INDIVIDUAL ACHIEVEMENT RECORD

LEVEL I.....(Date)_____

Programmed Math_____
Programmed Read_____
Teacher Comments:

_____

_____

LEVEL II .....(Date)_____

Programmed Math_____
Programmed Read_____
Science _____
Others: _____
_____

Teacher Comments:

_____

_____

LEVEL III.....(Date)_____

Programmed Math_____
Programmed Read_____
Science _____
History _____
Teacher Comments:

_____

## ACHIEVEMENT TESTS

CALIFORNIA TEST BUREAU,
Level E.....(Date)_____
Reading _____
Arithmetic_____

NELSON READING.....(Date)_

Vocabulary _____
Para. Comp. _____

POLLETT STUDENT SURVEY (Date)

Reading Comp._____
Word Recog. _____
Arith. Comp._____
Arith. Problems_____

CALIFORNIA ACHIEVEMENT TEST.
(Date)__

Reading _____
Arithmetic_____
Language _____
Overall Average Score:

_____

Recommended for Adult High School (Date)_____

YES_____ NO_____

# A. B. E. CHECKLIST

Student's Name_____ Date_____

GROWTH IN HABITS AND ATTITUDES:

1. Indicates well developed traits and accomplishments .
2. Indicates satisfactory
3. Indicates improvement
4. Indicates need for improvement.

WORK and STUDY HABITS:

Listens thoughtfully.....
Follows directions.....
Shows initiative.....
Plans effective use of time.....
Works independently.....
Completes assigned work satisfactorily....
Outside study.....

PERSONAL and SOCIAL GROWTH:

Cooperates in developing and following rules_____

Shows courtesy in speech and action.....
Works well with others.....

Practices personal neatness.....
Assumes responsibility.....
Accepts suggestions willingly.....
Exercises self-control.....

*SOCIAL AWARENESS:

Finds appropriate materials and contributes pertinent information.....

Displays interest in current happenings_____

Develops important basic understandings_____
Draws valid conclusions from reading and observing.....

*GROWTH IN KNOWLEDGE AND SKILLS:

1. Outstanding-consistently high quality.
2. Very good.
3. Progress is satisfactory
4. Progress is slow.
5. Unsatisfactory performance.

*LANGUAGE DEVELOPMENT:

Speaks distinctly.....
Uses a meaningful vocabulary...
Expresses self creatively.....
Organizes and expresses ideas clearly.....
Uses correct punctuation and paragraphing.....
Uses good handwriting practices.
Applies spelling skills in written work____

*READING:

Reads with understanding and critical thinking_____
Reads well orally.....
Makes use of phonics & other word attack skills._____
Makes use of dictionary and encyclopedias__
Reads widely in supplementary readers and library books.....
Is working on level: 1, 2, 3....

*ARITHMETIC:

Shows growth in basic number understandings_
Shows independent reasoning in problem solving_____
Is skillful in estimating & computing Mentally_____
Uses mathematical vocabulary..
Knows arithmetic facts for level_____
Works accurately.....

TEACHER'S COMMENTS _____

_____

TEACHER'S NAME: _____

Number class periods this month____

Number classes student attended____

ADULT BASIC EDUCATION

REPORT TO ADULT HIGH SCHOOL

NAME_____ AGE_____ BIRTHDATE_____

ADDRESS_____ _____ _____
Date Enrolled Date of Completion

Name of Test_____

Results:

READING

Reading Vocabulary _____
Reading Comprehension_____
Total Reading _____

ARITHMETIC

Arithmetic Reasoning_____
Arithmetic Fundamentals_____
Total Arithmetic _____

LANGUAGE

Mechanics of English_____
Spelling _____
Total Language _____

AVERAGE SCORE:_____

Signature_____ _____
Supervisor Date

TEACHERS WEEKLY TIME REPORT

Department of Vocational and Adult Education

Instructor _____ Week Ending, Saturday _____

| Location | Subject | Day | Time | Date | Lesson No. | Date Unit Clsd | Total Enroll. | | Number Present | | No. Hrs. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | M | F | M | F | |
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WEEKLY ATTENDANCE REPORT

Department of Vocational and Adult Education

Division..... Week Ending (Date) .....

| CLASS | INSTRUCTOR | LOCATION | Meetings Days & Time | Lesson No. | Enroll-ment | Attend. Per Mtg. | Meetings Per Week | Hours Per Mtg | Total Student Hrs. |
|---|---|---|---|---|---|---|---|---|---|
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.....
Supervisor

| NAME AND NUMBER ASSIGNED TO EACH CLASS | HOURS OF MEETINGS MONDAY | TOTAL | HOURS OF MEETINGS TUESDAY | TOTAL | HOURS OF MEETINGS WEDNESDAY | TOTAL | HOURS OF MEETINGS THURSDAY | TOTAL | HOURS OF MEETINGS FRIDAY | TOTAL | HOURS OF MEETINGS SATURDAY | TOTAL | STARTING DATE | ENDING DATE | NUMBER OF WEEKS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English As A Second Language, #122 | 10:00-12:00 am | 2 | | | 10:00-12:00am | 2 | | | 2:30-5:00pm | 2½ | | | 9/18/72 | 12/29/72 | 15 |
| Basic Reading, #105 | 2:30-5:00pm | 2½ | | | 6:30-9:30pm | 3 | | | | | | | 9/18/72 | 12/29/72 | 15 |
| Consumer Education, #216 | | | 6:30-9:30pm | 3 | | | 6:30-9:30pm | 3 | | | | | 10/3/72 | 12/29/72 | 13 |
| Family Management, #103 | | | 6:30-9:30pm | 3 | 2:30-5:00pm | 2½ | 6:30-9:30pm | 3 | | | | | 10/3/72 | 12/29/72 | 13 |

REGISTRATION AND ATTENDANCE

DIVISION OF VOCATIONAL AND ADULT EDUCATION

E = Entered  A = Absent  P = Present  DR = Dropped  RE = Re-entered

Teacher:  Subject:  Place of Meeting:

| NAME | ADDRESS | TELEPHONE NUMBER | RECEIPT NUMBER | DATE OF MEETING | TIME OF MEETING |
|---|---|---|---|---|---|
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Send this back to the Supervisor's office immediately after the close of the unit.

# APPENDIX V

## SELF-EVALUATIVE

## INSTRUMENTS

# A TEACHER'S SELF APPRAISAL

## ATMOSPHERE FOR LEARNING

Do I know the names of my students?
Do my students experience a feeling of being welcome?
Is there a genuine feeling of cooperation between teacher and student?
Is the classroom attractive, well lighted and comfortable?
Are the students properly grouped according to learning levels?
Do I keep all of the students busy all of the time?
Do I create an atmosphere that "We are going to learn something worthwhile in class?

## IMAGE OF THE TEACHER

Am I interested in each individual student's needs and responses?
Do I speak clearly and distinctly?
Is my classroom appearance pleasing?
Do I smile?
Do I earn the respect of my students?
Do I make learning an exciting experience?
Am I on time for my classes?
Do I radiate enthusiasm?
Do I really enjoy teaching adults?
How do I endeavor to make myself a more effective teacher?

## TEACHING PROCEDURES

Do I prepare a detailed lesson plan for each lesson?
Do I provide special lesson materials to meet individual learning differences?
Am I versatile in the use of teaching devices? (Flash cards, charts, etc.)
Do I make full use of instructional aids? (audio visual, programmed materials)?
Is imagination exercised in developing lesson materials?
Is there an element of surprise in every lesson?

## PSYCHOLOGY OF APPROACH

Do I treat my students as adults?
What efforts do I make to motivate the student's learning?
Is three-way communication encouraged? (Teacher-student; student-teacher; student-student)
Do I develop an attitude of supportiveness in the learning process?
Do the students share in identifying and developing goals?
Do I utilize every opportunity to praise and commend students?

## STUDENT RETENTION

What percentage of the active enrollment is present at each session?
What percentage of students who originally registered is reflected in the present active enrollment?
Do I know why students have dropped out?
Do I follow up absentees?
What devices do I use to stimulate attendance?
Do I recognize and try to overcome danger signals of potential drop outs?

CHARACTERISTICS OF A GOOD ADULT BASIC EDUCATION TEACHER

* A good teacher of Basic Adult Education develops a feeling of the individual's work and dignity.
* He provides the student with a reason to return to the next class.
* He is flexible, both in self and in the program.
* He has the personal strength, justifiable confidence in his own abilities.
* He should have the ability to communicate with students at the proper levels, as equals.
* He has interest in helping pupils to help themselves.
* He has respect for the pupils as individuals.
* He should be available (open) for students' questions.
* He should reflect and/or spotlight self-esteem of students.
* His attire should be suitable, (Not extreme)
* He is adaptable in classroom arrangements and personal relationships at varying degrees of achievement.
* His interest should be so apparent that it can be immediately recognized by the students.
* He is sensitive to and understands the individual needs of the students, intellectually, socially and emotionally.
* He should recognize the worth of each individual student and be patient.
* He learns to know the students and learns their problems.
* He should have knowledge of social agencies.
* He should be capable of setting an easy classroom atmosphere.
* He should be able to keep good records.

Intellectually, a good A.B.E. teacher should have the ability to do the following things:

* Explain
* Help the student define his goals (which includes a subjective and objective evaluation by the student).
* Be creative
* Be original
* Be resourceful
* Exercise good judgment quickly
* Be alert
* Accept criticism
* Give tests
* Be understanding
* Recognize them as adults
* Help students "save face"

Other characteristics of the Adult Basic Education teacher are these:

* Sociability
* A sense of humor
* Enthusiasm
* Salesmanship concerning the program
* Patience
* Self-control
* Empathy
* Praise (as a reward)

A SELF CHECK FOR TEACHERS



| | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Have I sought to learn as much as possible about each adult in my class? | | | | | |
| Am I teaching because I really enjoy working with adult students rather than because I am most interested in the added income? | | | | | |
| Do I plan the class work BEFORE coming to class? | | | | | |
| Have I recognized individual differences among the adults in my class? | | | | | |
| Have I determined the particular needs of the students in my class? | | | | | |
| Am I patient when students are slow to learn? | | | | | |
| When I have ten or fifteen minutes left in a class period, do I use it for classwork rather than pass the time by entertaining the students? | | | | | |
| Am I teaching the subjects that are needed in the particular level, or do I overlook some areas some weeks? | | | | | |
| Am I checking on absentees? | | | | | |
| Am I keeping good records? | | | | | |
| Am I fair in my division of time among the groups in my room? | | | | | |
| Am I using the available materials to the best advantage? | | | | | |
| Am I preparing teacher-made material for my classes? | | | | | |
| Am I using community resources in my class? | | | | | |
| Am I allowing those adults who can contribute toward the learning to take part? | | | | | |
| Am I able to accept a criticism which an adult student might made? | | | | | |
| Do I give a great deal of individual help--going to the student's desk? | | | | | |
| Am I urging my students to tell others about the ABE Program? | | | | | |

SELF-ANALYSIS INSTRUMENT FOR PERSONNEL
INVOLVED IN ADULT BASIC EDUCATION PROJECTS

PURPOSE: The purpose of this instrument is to help you take an objective look at your A.B.E. program by responding frankly to the items which appear below.

DESIGN: The questions and statements that you are asked to respond to below reflect many concepts. Not all of these may be desirable or possible in this particular A.B.E. program. Therefore, please respond with the answer which you believe best fits the situation that exists here. The Visiting Team--prior to its arrival--will be familiarized with a compilation of the responses and reactions to this instrument by the entire local A.B.E. staff. Their discussions with you will be based on the correlation between the responses in this questionnaire and the observed program.

DIRECTIONS: Responses to the items listed should be checked at the right of the page in the appropriate column. If you wish to comment on any of the items, there is space provided at the end of each section. Please respond to all items.

CHECK ONE: ☐ Teacher ☐ Aide ☐ Counselor

☐ Director ☐ Other (Specify)

PART A - CLIMATE FOR ADULT LEARNING

| | RESPONSES | | | |
|---|---|---|---|---|
| | YES | NO | LIMITED | I DON'T KNOW |
| 1. Physical facilities are comfortable for adults and conducive to a student-centered program. | ___ | ___ | ___ | ___ |
| 2. Clusters of students arrive early and stay late. | ___ | ___ | ___ | ___ |
| 3. Students are given a voice in shaping the curriculum and the future direction of this program. | ___ | ___ | ___ | ___ |
| 4. Planned approaches are used from time to time to get straightforward feedback from students as to how they feel about the program. | ___ | ___ | ___ | ___ |
| 5. Classroom climate is relaxed, friendly and non-threatening. | ___ | ___ | ___ | ___ |

| | RESPONSES | | | |
|---|---|---|---|---|
| | YES | NO | LIMITED | I DON'T KNOW |
| 6. Appropriate diagnostic materials and techniques are being used to pinpoint the reading and math weaknesses of every adult learner. | ___ | ___ | ___ | ___ |
| 7. Students are properly grouped according to learning levels. | ___ | ___ | ___ | ___ |
| 8. Students are actively involved most of the time in the learning process. | ___ | ___ | ___ | ___ |
| 9. Are teacher aides presently employed in your classroom (s)? | ___ | ___ | ___ | ___ |
| 10. Teacher aides are being used to best advantage in your classroom (s). | ___ | ___ | ___ | ___ |
| 11 An adequate variety of learning tools--both software and hardware--is being used in the adult classrooms. | ___ | ___ | ___ | ___ |
| 12. Proper emphasis is being given to the life-coping skills--consumer education, nutrition and health information, discussion of current issues, and community services available. | ___ | ___ | ___ | ___ |
| 13. Students' birthdays, anniversaries, etc., are recognized and seasonal social functions are treated as an integral part of the program. | ___ | ___ | ___ | ___ |
| 14. Students are informed of civic and school activities which relate to them and their children. | ___ | ___ | ___ | ___ |

Comments on 1-14 - Part A. Please indicate which item you are commenting on.

# ____ _____

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# ____ _____

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# ____

PART B - INTERNAL MANAGEMENT

| | RESPONSES | | | |
|---|---|---|---|---|
| | YES | NO | LIMITED | I DON'T KNOW |
| 1. The A.B.E. Team has formulated clearly defined goals and objectives for this program. | ___ | ___ | ___ | ___ |
| 2. A master plan exists for identifying and recruiting the A.B.E. target population. | ___ | ___ | ___ | ___ |
| 3. There is an intake interview before a new enrollee is assigned to a class. | ___ | ___ | ___ | ___ |
| 4. Records are kept in a separate folder for every student. | ___ | ___ | ___ | ___ |
| 5. There is a definite plan for combating student absenteeism and encouraging them to strive toward regular attendance | ___ | ___ | ___ | ___ |
| 6. A communication system is functioning here which enables the entire A.B.E. Team to air and resolve concerns and problems related to individual students and/or the overall well-being of this program. | ___ | ___ | ___ | ___ |
| 7. A concerted effort is made to follow-up on dropouts to ascertain reasons for leaving. | ___ | ___ | ___ | ___ |
| 8. Adult students enrolled here are receiving the guidance and counseling services they need. | ___ | ___ | ___ | ___ |
| 9. Students who are impeded in their learning by physical disabilities, emotional and personal problems,etc., are identified and referred to agencies that are geared to help them. | ___ | ___ | ___ | ___ |
| 10. An adequate testing program is operating to objectively measure the progress of every student, as well as the overall effectiveness of this A.B.E. Center. | ___ | ___ | ___ | ___ |

| | RESPONSES | | | |
|---|---|---|---|---|
| | YES | NO | LIMITED | I DON'T KNOW |
| 11. There is evidence of a well conceived administrative plan for managing the long-range direction and growth of this program, rather than a day-to-day and/or "crisis-to-crisis" operational procedure | ___ | ___ | ___ | ___ |

Comments on 1-11 - Part B. Please indicate which item you are commenting on.

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PART C - COMMUNITY INVOLVEMENT AND LINKAGES WITH SUPPORTIVE AGENCIES

| | RESPONSES | | | |
|---|---|---|---|---|
| | YES | NO | LIMITED | I DON'T KNOW |
| 1. There is "grass roots" interest and support for this A.B.E. Center as evidenced by class visitation (s) by the Superintendent of Schools, School Board Member (s), member (s) of the Local Advisory Committee and other key people from the community. | ___ | ___ | ___ | ___ |
| 2. An active Local A.B.E. Advisory Committee has met during the current school year at periodic intervals. | ___ | ___ | ___ | ___ |
| 3. A synchronized and on-going approach exists for gaining public visibility--via news releases, radio announcements, flyers, etc. for this program. | ___ | ___ | ___ | ___ |
| 4. Volunteer helpers from the community are now assisting at this A.B.E. Center. | ___ | ___ | ___ | ___ |
| 5. This program has received supplementary hard cash during this school year from other sources, exclusive of the funds received from the State A.B.E. Office. | ___ | ___ | ___ | ___ |
| 6. Outside resource people--such as lawyers, nutritionists, local officials, etc.--have been invited and appeared at your program during the school year for presentations and discussions relevant to your students. | ___ | ___ | ___ | ___ |
| 7. Linkages have been established by this A.B.E. Center with other agencies and programs--for example, Employment Security Office, Manpower Training Programs, State and Local Health and Welfare Agencies, etc that can provide supportive services to your needy students. | ___ | ___ | ___ | ___ |

Comments on 1-7 - Part C. Please indicate which item you are commenting on.

# ____ _____

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PART D -PROFESSIONAL DEVELOPMENT

| | RESPONSES | | | |
|---|---|---|---|---|
| | YES | NO | LIMITED | I DON'T KNOW |
| 1 There is an on-going local in-service training program for the staff. | ___ | ___ | ___ | ___ |
| 2. I have participated in statewide workshops for A.B.E.-E.S.L. staff. | ___ | ___ | ___ | ___ |
| 3. I am a member of at least one professional Adult Education association--such as NAPAC (National Association For Public Continuting and Adult Education), A.E.A. (Adult Education Association). | ___ | ___ | ___ | ___ |
| 4. I have attended a summer institute for teachers and supervisors of A.B.E. and E.S.L. | ___ | ___ | ___ | ___ |
| 5. Regular staff meetings are held for A.B.E. staff | ___ | ___ | ___ | ___ |
| 6. I know the members of the Advisory Committee and have attended some of the meetings. | ___ | ___ | ___ | ___ |
| 7. I subscribe to at least one periodical which deals mainly with Adult Education. | ___ | ___ | ___ | ___ |
| 8. This A.B.E. Center is an institutional member of a professional Adult Education Association | ___ | ___ | ___ | ___ |
| 9. I have observed other classes in A.B.E. and have been observed myself--followed by discussion with the person(s) who observed me. | ___ | ___ | ___ | ___ |

Comments on 1-9 - Part D. Please indicate which item you are commenting on.

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PART E -STRENGTHS AND WEAKNESSES

Please list below what you believe are the five strongest points or features of this A.B.E. program.

(1) _____

_____

(2) _____

_____

(3) _____

_____

(4) _____

_____

(5) _____

_____

Please list below what you believe are the five aspects of your program which need to be improved.

(1) _____

_____

(2) _____

_____

(3) _____

_____

(4) _____

_____

(5) _____

_____

# APPENDIX VI

# CURRICULAR MATERIALS

# FOR

# A. B. E.

Listed below, alphabetically by publisher are a number of materials presently available for A.B.E. programming. Please remember that this is by all means only a partial list and is in no way intended to include all of the A.B.E. materials available on today's market. The list was prepared merely as a guide for your convenience and does not necessarily imply complete endorsement of the listed materials. All prices quoted below are subject to change by the publishers without prior notice.

| PUBLISHER | TITLE | PRICE |
|---|---|---|
| ABT ASSOCIATES, INC.<br>55 Wheeler Street<br>Cambridge, Massachusetts<br>02138 | Games For Learning - by Clark C. Abt<br>Occasional Paper #7 | $ .? |
| ABINGDON PRESS<br>201 Eighth Avenue, South<br>Nashville, Tennessee<br>37202 | Helping People Learn English (revised)<br>A Workbook in Language Teaching (with special reference to English as a foreign language)<br>Supplementary Lessons In American English For Advanced Students | 2.50<br>2.25<br>.50 |
| ADULT LITERACY PROGRAM<br>294 Cedar Street<br>New Haven, Connecticut<br>06519 | Lessons for Literacy Classes<br>(1) Beginning level<br>(2) Intermediate level<br>(3) Advanced level | n/c |

| PUBLISHERS | TITLE | PRICE |
|---|---|---|
| ALLIED EDUCATION COUNCIL<br>P. O. Box 78<br>Galien, Michigan<br>49113 | | |
| | The Mott Basic Language Skills Program | |
| | Series 300 Basic Numbers and Money | $ 1.75 |
| | 300ABasic Language Skills | 1.55 |
| | 300BBasic Language Skills | 1.75 |
| | Teachers Manual | 2.00 |
| | Series 600 Teachers Manual | 2.00 |
| | 600A Basic Language Skills | 2.25 |
| | 600B Basic Language Skills | 2.25 |
| | Series 900 Teachers Manual | 2.00 |
| | 900A Basic Language Skills | 1.95 |
| | 900B Basic Language Skills | 1.95 |
| | Series 1500 Teachers Manual | 2.00 |
| | Teaching Adults to Read | 1.55 |
| | Series 1300 A Head Start For Reading | 1.25 |
| | Teaching Manual | 2.00 |
| | Books (Reading Level Grades 1-3) | 1.40 to ) |
| | (Reading Level Grades 4-6) | 2.25 ) |
| | Career Education - Voc/Tech Series | . ? |
| | Semi-Programmed Series (Basic Language Skills) | |
| | Book 1 | 1.40 |
| | Book 2 | 1.75 |
| | Book 3 | 1.95 |
| | Student Workbook for Sound and Structure (Phonetics) | 1.75 |
| | Unifon Cod Book Series (Multi-Sensory English, Isomorphic Encoding) | . ? |
| | Placement Guide and Answer Sheet | 2.50 per 25 |
| | Word Attack Skills-Book 160 | 1.75 |
| | Word Bank | 2.05 |
| AMERICAN EDUCATION PUBLICATIONS<br>Education Center<br>Columbus, Ohio<br>43216 | | |
| | Weekly Newspaper "You and Your World" (10 or more copies-30 issues) | 1.50 per student |
| | "Know About Drugs" (minimum order is 10-Teacher's Guide free) | .35 each |
| | Taking A Stand )Same req. as above | |
| | Our Polluted World ) | .35 each |
| | Amazing Adventures (Real Stories of Danger and Daring) | .75 |
| | Champions All (12 stories of Famous Sports Heroes) | .75 |
| AMERICAN INSTITUTES FOR RESEARCH LIBRARY<br>710 Chatham Center<br>Pittsburg, Pennsylvania<br>15219 | | |
| | Handbook of Procedures For The Design of Instruction | 5.50 |

| PUBLISHERS | TITLE | PRICE |
|---|---|---|
| AMSCO SCHOOL PUBLICATIONS, INC.<br>Box 315<br>Canal Street Station<br>New York, New York<br>10013 | | |
| | Reviewing Preliminary Mathematics | |
| | Review Guide | $ 1.35 |
| | Review Text | 1.80 |
| | Ninth Year Mathematics Review Guide | 1.35 |
| | Review Texts: | |
| | French First Year, Spanish First Year | ea. 1.25 |
| | General Sciences | 1.30 |
| | American History | 1.55 |
| | U.S. History | 1.55 |
| | Life Science | 1.40 |
| | English Language Arts | 1.75 |
| | (Workbook Edition) | 1.90 |
| | Adventures With Words (Book 1) | 1.35 |
| | (Book 2) | 1.40 |
| | Essentials of English (Workbook Edition) | 1.70 |
| | Words At Work | 1.30 |
| | More Powerful Reading | 1.75 |
| | Reading, Spelling, Vocabulary and Pronunciation: | |
| | Books 1, 2, 3 | 1.35 |
| | Books 1, 2, 3 Workbook Edition | . ? |
| | Action Stories of Yesterday and Today | 1.35 |
| | Stories That Live (6th Grade Level) | . ? |
| | Guide to Typewriting | .95 |
| | The Scarlet Letter | .70 |
| | The Return of the Native | .80 |
| | English Language Arts (Intermediate Level) | 1.65 |
| | Reading Comprehension (Workbook and Tests) | 1.25 |
| APPLETON-CENTURY CROFTS<br>Division of Meredith Corporation<br>440 Park Avenue, South<br>New York, New York<br>10016 | | |
| | New Century Basic College English (Access Method)<br>(Complete Series) with achievement tests | . ? |
| | Programmed Vocabulary<br>Effective Reading for College Students<br>(A text workbook) | . ? |
| | Programmed Math Reviews (Series of 5 Books) | . ? |
| | Basic Mathematics (A Programmed introduction) | . ? |
| | Improving Reading Ability | . ? |
| | Countdown to Successful Reading | . ? |
| ARIZONA STATE UNIVERSITY<br>School of Education<br>Tempe, Arizona<br>85281 | | |
| | Adult Basic Education Reading Institute<br>Author: John L. Edwards, Director | . ? |

| PUBLISHER | TITLE | PRICE |
|---|---|---|
| ARCO PUBLISHING COMPANY, INC.<br>219 Park Avenue, South<br>New York, New York<br>10003 | | |
| | Preliminary Practice for the High School Equivalency Diploma Test | $ 4.00 |
| | High School Equivalency Diploma Tests | 4.00 |
| | Beginning Office Worker | 4.00 |
| | Scoring High on Reading Tests | 4.00 |
| | Vocabulary, Spelling and Grammar (Test Tutor) | 2.00 |
| | Preliminary Arithmetic for the High School Equivalency Diploma Test | 3.00 |
| | GED High School Equivalency Diploma Tests (Secondary Level) | 4.00 |
| | Learning to Use Our Language | 2.50 |
| | Triple Your Reading Speed | 3.00 |
| | Practice for the Armed Forces Test | 3.00 |
| BARNELL LOFT, LTD.<br>111 South Centre Avenue<br>Rockville Centre, New York<br>11570 | | |
| | Specific Skill Series | each .89 |
| | Working with Sounds Book A<br>Following Directions Book B<br>Getting The Facts Book C<br>Locating the Answer Book D<br>Using The Context Book E | |
| | Drawing Conclusions | each .89 |
| | Books B through E Worksheets | per 100 1.50 |
| | Getting The Main Idea | each .89 |
| | Books B through E Worksheets | per 100 1.50 |
| | (Answer sheets for above) | each .10 |
| | Picto-Cabulary Series (Series - 36 books only) | 54.00 |
| | They Gave Their Names (Etymology) | . ? |
| BARRON'S EDUCATIONAL SERIES, INC.<br>113 Crossways Park Drive<br>Woodbury, New York<br>11797 | | |
| | How to Prepare For The High School Equivalency Examination | 3.95 |
| | How To Prepare For The High School Equivalency Examination Reading Interpretation | 4.95 |
| | Spelling Your Way To Success | 1.25 |
| | 1001 Pitfalls in English Grammar | 1.95 |
| | High School Equivalency Examinations<br>Social Studies, Science, Literature (Set of 3) | 10.00 |
| | Grammar, Usage, Spelling, Vocabulary and Mathematics. | |

| PUBLISHER | TITLE | | PRICE |
|---|---|---|---|
| BEHAVIORAL RESEARCH LABORATORIES<br>Ladera Professional Center<br>Box 557<br>Palo Alto, California<br>94300 | | | |
| | Programmed Reading Series I and II<br>Books 1 through 8 | each | $ 1.49 |
| | Teachers Manual | | .99 |
| | Tests | | .49 |
| | Programmed Consumer Mathematics<br>Books 1 through 7 | per set | 12.98 |
| | Programmed Introduction to American Government<br>Books - Volume I and II | each | 3.67 |
| | Programmed: U.S. Constitution | kit | 3.81 |
| | Teachers Manuals for above | each | .99 |
| | Test Booklets for above | each | .49 |
| | Basic Mathematics: A Problem Solving Approach | | . ? |
| | Books 2 through 5 and Teachers Manual | | . ? |
| | First Aid by Johnson & Johnson | | 3.95 |
| CHANNING L. BETE COMPANY, INC.<br>45 Federal Street<br>Greenfield, Massachusetts<br>01301 | | | |
| | Scriptographic Study Booklets<br>What Everyone Should Know About Law | each | 1.00 |
| | Scriptographic Fact Booklets<br>The ABC's of Credit<br>The ABC's of Home Financing<br>The ABC's of Life Insurance<br>About Baby Sitting<br>Home Fire Prevention Check List<br>How To Buy A Home<br>Social Security And You<br>32Ideas To Improve Your Home<br>What Everyone Should Know About Checking Accounts | each | .25 |
| BOARD OF EDUCATION - CITY OF NEW YORK<br>110 Livingston Street<br>Brooklyn, New York<br>11200 | | | |
| | Teaching English as a New Language To Adults | | 1.50 |
| | Conducting A Program Of Basic Education with Adults | | 1.00 |
| | Resource Materials in Civil Education for Adult Elementary Classes | | .50 |
| BOOBS-MERRILL COMPANY<br>4300 West 62nd Street<br>Indianapolis, Inciana<br>46200 | | | |
| | I Learn To Write | | .40 |
| | Learn Manuscript Writing | | 1.00 |
| BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK<br>120 East 184th Street<br>Bronx, New York<br>10468 | | | |
| | Reaching Out In the Bronx | | . ? |

| PUBLISHER | TITLE | PRICE |
|---|---|---|
| CALIFORNIA TEST BUREAU<br>A Division of McGraw-Hill<br>Del Monte Research Park<br>Monterey, California<br>93940 | Lessons for Self-Instruction in Basic Skills | $ 1.00 |
| | Series CD Following Directions | |
| | Series C Addition | |
| | Series CD Punctuation | |
| | Series FFG Reading Interpretation I | |
| | Tests of ABE, Level E, Form I and Manual | 5.00 |
| CAMBRIDGE BOOK COMPANY<br>488 Madison Avenue<br>New York,New York<br>10022 | | |
| | Arithmetic - ABE Series Books 1 through 4 | 1.91 each |
| | Basic Skills in Grammar | .89 |
| | Reading - ABE Series Books 1 through 4 | 1.43 each |
| | Reading for Comprehension - Books I and II | 1.05 each |
| | Spelling | 1.05 |
| | Better and Faster Reading | 1.72 |
| | Increase Your Vocabulary - Books I and II | .89 each |
| | Mathematics, A Basic Course - Books I and II | 1.91 each |
| | Work-A-Text in English-Books I and II | 1.91 each |
| | General Mathematics Ability | 2.35 |
| | We Hold These Truths - U.S. Documentary | 1.59 |
| | Pre GED Program: | |
| | Introduction To English | 2.31 |
| | Introduction To Arithmetic | 2.36 |
| | Introduction To Reading | 2.36 |
| | Teachers Guide | 1.59 |
| | GED Book Of Basic Science | 3.74 |
| | Economics For Today | 2.23 |
| CAMBRIDGE AND SOMERVILLE LEGAL SERVICES, INC.<br>235 Broadway at Windsor<br>Cambridge, Mass.<br>02139 | | |
| | BUYERS GUIDE TO THE LAW | |
| | Contracts and Consumer Frauds | 1.00 each |
| | Creditor's Limitations and Helping Agencies | |
| | (available 11-25 copies @.90 50-100 copies @70¢ | |
| | 25-50 copies @.80 100-500 copies @60¢) | |
| CASCADE PACIFIC BOOKS<br>5448 47th Street, S.W.<br>Seattle,Washington<br>98100 | | |
| | Beginning English For Men & Women Parts 1 & 2 | 1.41 each |
| CENTRE EDUCATIF ET CULTUREL, INC.<br>8101 Boul<br>Metropo itain, Anjou<br>Montreal 5, Quebec | | |
| | Series 203 | |
| | English Conversation for Canadian Students | |
| | Books 1 through 6 (through Table 100) | 2.00 each |
| | English Conversation for Canadian Students | |
| | Workbooks 1 through 4 (through Table 100) | 1.20 each |
| | Teachers Manual | 1.00 |

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| | Marty/Printer's Measure | |
| | Ax | |
| | The Knife | |
| | Requiem for a Heavyweight | |
| | Short Stories by Edgar Allen Poe | |
| | The Year The Yankees Lost The Pennant | |
| | Anything Can Happen | |
| | Stories by Jesse Stuart | |
| | Ramblers, Gamblers and Lovers | |
| | Modern Geometry: Structure and Function (Second Edition) | 4.47 |
| CHARLES E. MERRILL PUBLISHING COMPANY<br>1300 Alum Creek Drive<br>Columbus, Ohio<br>43216 | | |
| | Merrill Linguistic Readers: (Refresher Program) | |
| | Book A | 2.70 |
| | Books B and C | 2.04 each |
| | Book D | 2.34 |
| | Teacher's Guide | 2.50 |
| | Merrill Mainstream Books | 1.34 each |
| | Courage Under Fire | |
| | Against The Odds | |
| | They Were First | |
| | In New Directions | |
| | People Like You | |
| | Teacher's Manual | .50 |
| UNIVERSITY OF MICHIGAN PRESS<br>2039 University Avenue, S.E.<br>Minneapolis, Minnesota<br>55455 | | |
| | English Pattern Practices | . ? |
| | English Sentence Patterns | . ? |
| | English Pronunciation | . ? |
| | Vocabulary in Context | . ? |
| MONARCH PRESS, INC.<br>387 Park Avenue, South<br>New York, New York<br>10016 | | |
| | High School Level General Science | 1.25 |
| MULTIMEDIA EDUCATION, INC.<br>11 West 42nd Street<br>New York, New York<br>10036 | | |
| | Teaching Reading To The Untaught | 2.77 |
| NATIONAL UNIVERSITY EXTENSION ASSOCIATION<br>One duPont Circle<br>Washington, D.C.<br>20036 | | |
| | Family and Personal Development in Adult Basic Education | 2.95 each |
| | 10 to 49 copies | 2.72 each |
| | 50 or more | 2.60 each |

| PUBLISHER | TITLE | PRICE |
|---|---|---|
| NEW READER'S PRESS<br>P. O. Box 131<br>Syracuse, New York<br>13210 | News For You (Weekly Newspaper in Easy English for Adults | $ |
| | A Edition (Reading levels 3rd & 4th grade) | |
| | B Edition (Reading levels 4th & 5th grade) | |
| | 1-5 copies | .10 ea.wkly. |
| | 6 or more | .05 ea. wkly |
| | Good Manners in the United States | .30 |
| | I Am One Of These | .50 |
| | The World Of Work | 1.25 |
| | Everyday Reading and Writing<br>The New Streamlined English Series, Part II | 3.95 |
| | Be Informed Series | .75 each |
| | Series 1 Personal Credit | |
| | Series 2 Buying An Auto | |
| | Series 3 Owning An Auto | |
| | Series 4 Buying A House | |
| | Series 5 Personal Insurance | |
| | Series 6 Renting A House | |
| | Series 7 Finding A Job | |
| | Series 8 Reading Your Newspaper | |
| | Series 9 Taxes | |
| | Series 10 Banking | |
| NEWBURY HOUSE PUBLISHERS<br>68 Middle Road<br>Rowley, Massachusetts<br>01969 | English I, A Basic Course for Adults<br>Learner's Book | 1.25 |
| | Generative Grammar, Structural Linguistics and Language Teaching By Dr. Karl Diller | 3.95 |
| THE NEW YORK TIMES<br>College and School Service<br>229 West 43rd Street<br>New York, New York<br>10036 | School Weekly | . ? |
| | Curriculum Aids Pamphlets | . ? |
| | Get More Out Of Your Newspaper | |
| | English Classes | |
| | New Social Studies | |
| | Distributive Education | |
| | Problems of Democracy Courses | |
| | The Crowded Curriculum | |
| | Fighth Grade Urban Affairs Classes | |
| | Introduction To A Good Reading Habit | |
| NOBLE AND NOBLE PUBLISHERS, INC.<br>750 Third Avenue<br>New York, New York<br>10017 | Operation Alphabet I | 2.00 |
| | Operation Alphabet II-Part 1 | 2.50 |
| | -Part II | 2.50 |
| | Teacher's Guides | 2.00 each |
| | From Words To Stories | 2.12 |

| PUBLISHER | TITLE | PRICE |
|---|---|---|
| NOBLE AND NOBLE (continued) | | |
| | Your Family And Your Job | $ 2.12 |
| | How We Live | 2.64 |
| | Live and Learn | 2.64 |
| | Everyday English and Basic Word List | 1.28 |
| | Write Your Own Letters | 1.08 |
| | How To Become A U.S. Citizen | 1.08 |
| | Write It Down | 1.36 |
| | Land Labor Management | . ? |
| OXFORD BOOK COMPANY<br>387 Park Avenue, South<br>New York, New York<br>10016 | First Book In American English | 1.25 |
| | How To Be A Wise Consumer | 1.25 |
| | Unit Lessons in Vital English | 1.00 |
| PETERSON SYSTEM, INC.<br>Greensburg, Pennsylvania<br>15601 | Handwriting Legibility Kit -Student | .49 |
| POCKET BOOKS, INC.<br>Educational Division<br>630 Fifth Avenue<br>New York, New York<br>10020 | English Through Pictures - Book 1, Book 2 | .45 each |
| PRENTICE-HALL, INC.<br>New Jersey<br>07632 | Be A Better Reader Series<br>Books I through IV | . ? |
| | Mastering American English | . ? |
| | Reading Improvement Exercises For Students of English As A Second Language | . ? |
| | Adult Education Series:<br>How To Train Teachers To Train Adults | . ? |
| | Teaching REading To The Disadvantaged Adult | . ? |
| | Guide To Adult Education Counseling | . ? |
| | Developing Successful Community Assistance Programs | . ? |
| PROCTER & GAMBLE COMPANY<br>Free Teaching Aids 1972-73<br>P. O. Box 14009<br>Cincinnait, Ohio<br>45214 | Teaching Aids: (Leaflets)<br>Home Care "Let's Clean House"<br>Foods "Fats and Oils", "Cake Selection"<br>Laundering "Lots About Laundering"<br>Personal Grooming "Let's Concentrate On You"<br>Better Baking-Proper Frying | FREE |
| PRUETT PUBLISHING COMPANY<br>P. O. Box 1560<br>Boulder, Colorado<br>80302 | Mathematics In Living (Books 1 through 4) | 2.00 each |

| PUBLISHER | TITLE | PRICE |
|---|---|---|
| PSYCHOTECHNICS PRESS<br>105 West Adams Street<br>Chicago, Illinois<br>60603 | Guidebook for the Teaching of Reading | $ 5.95 |
| PUBLIC AFFAIRS COMMITTEE, INC.<br>381 Park Avenue, South<br>New York, New York<br>10016 | Current Pamphlets available as outlined:<br>(New Pamphlets available from time to time and older pamphlets dropped) | 1-9 copies .25 each<br>10-99 copies .22 each<br>100-250 copies .20 each<br>251-500 copies .19 each |
| | #302A How to Stretch Your Money<br>#317 Investing for Income and Security<br>#360 How To Finance Your Home<br>#464 How To Cope With Crises<br>#468 Mates and Roommates (New Styles in young marriages)<br>#470 Day Care for America's Children<br>#472 Peptic Ulcer-The Quiet Epidemic<br>#475 Women and Smoking<br>#476 Talking to Preteenagers About Sex | #382 Buyer-Be Wary<br>#348 A Guide to Consumer Credit<br>#465 Vitamins, Food, and Your Health<br>#466 Building a Marriage on Two Altar<br>#469 Women's Rights (Unfinished Business)<br>#471 Can We Avoid Economic Crises?<br>#474 Sensitivity Training and Encounter Groups<br>#472 Pornography-The Issues and the Law |
| READER'S DIGEST SERVICES, INC.<br>Educational Division<br>Pleasantville, New York, New York<br>10570 | English As A Second Language Books 1,2,3,6 | .90 each |
| | Help Yourself to Improve Your Reading | .90 each |
| | Science Readers Series: (four books) | .90 each |
| | Reading Skill Builders: (five books) | .90 each |
| | Grow In Word Power | .90 |
| | New Reading Skill Builder-Part II | .90 |
| | Teacher's Manual | .66 |
| | Supplementary Reading Books (Levels 1-12) | .30 each |
| | Mystery of the Mountains<br>I Fell 18,000 Feet<br>Send For Red<br>A Race To Remember<br>First At The Finish<br>Valley of 10,000 Smokes | Guides to High Adventure<br>Second Chance<br>What's On The Moon<br>Santa Fe Traders<br>Men Who Dare The Sea<br>Workers in the Sky |
| | Teacher's Manual for above | .10 each |
| REGENTS PUBLICATIONS<br>Division of Simon & Schuster, Inc.<br>Educational Division<br>1 West 39th Street<br>New York, New York<br>10018 | English As A Foreign Language Series: | |
| | Easy Reading Selections in English | 1.50 |
| | Exercises in English Conversation | 1.25 |
| | Beginning Lessons in English | 1.50 |
| | Second Book in English | 1.50 |
| | Everyday Dialogues in English | 1.50 |
| | Graded Exercises in English | 1.50 |
| | Practical Guide To The Teaching of English as a Foreign Language | 1.00 |

| PUBLISHER | TITLE | PRICE |
|---|---|---|
| REGENTS PUBLICATIONS (continued) | (English As a Second Language) | |
| | El Ingles en Accion | $ .50 |
| | Curso Completo en Ingles-Libro I | 2.00 |
| | Invitation Al Ingles | 3.25 |
| | English Step By Step With Pictures | 1.75 |
| | Handbook of American Idioms and Idiomatic Usage | 2.50 |
| | Oral Pattern Drills in Fundamental English | 1.00 |
| | Family Life in the U.S.A. (An Easy Reader) | 1.25 |
| | Questions and Answers on American Citizenship | 1.25 |
| | Regent's English Workbook-Volume I,II | |
| | Elementary and Intermediate) For use with E/s/l | |
| | Intermediate and Advanced) | 1.25 |
| | Direct English Conversation | |
| | Book 1-Beginning and Intermediate | 1.25 |
| | Book 2-Intermediate and Advanced | 1.25 |
| | Practical Conversation in English | |
| | Intermediate | 1.50 |
| | Advanced | 1.50 |
| | Essential Idioms in English | 1.50 |
| | Tests and Drills in English Grammar | 1.25 |
| | Pronunciation Exercises in English | 1.25 |
| | Sounds and Syllables | 1.25 |
| | The Signs Of Life | 1.25 |
| | Let's Talk | 1.75 |
| | English Language Skills (Complete course) | 1.25 |
| | Pronunciation Contrasts in English | 2.25 |
| | English in Action | 1.25 |
| | Learning To Use English (Books 1 and 2) | 1.75 each |
| | Teacher's Manual | 2.50 |
| | Building English Sentences With-- | |
| | Be, one verb, two verbs, with verbals | 1.00 each |
| | The U.S.A.-The Land and the People (an elementary reader) | 1.25 |
| | English As A Second Language | 1.95 |
| | Modern Short Stories in English (by American Authors) | 1.50 |
| | American Classics: (Books 1 through 10) | 1.00 each |
| | Moby Dick — Murders in the Rue Morgue | |
| | The Pathfinder — (and Other Stories) | |
| | The Hoosier Schoolmaster — The Outcasts of Poker Flat | |
| | The Portrait of a Lady — The Rise of Silas Lapham | |
| | Huckleberry Finn — The Red Badge of Courage | |
| | The House of Seven Gables | |
| | High School Equivalency Test (General-Review) | 3.95 |
| | Correctness and Effectiveness of Expression | 2.95 |
| | Reading Interpretation in Social Studies, Natural Sciences and Literature | 2.95 |
| FRANK E. RICHARD 324 First Street Liverpool, New York 13088 | General Mathematical Ability | 2.95 |
| | Getting Ready To Drive | 1.25 |
| | Family Life(Books 1 and 2) | 2.00 each |
| | Family Life Practice Material (Books 1 and 2) | 2.00 each |
| | Family Life Practice Material (Books 1 and 2) | 1.25 each |

| PUBLISHER | TITLE | PRICE |
|---|---|---|
| SCHOLASTIC BOOK SERVICES<br>50 West 44th Street<br>New York, New York<br>10000 | SCOPE Word Skills: | |
| | Across and Down | $ .75 |
| | Word Puzzles and Mysteries | .75 |
| | SCOPE Reading Skills: | |
| | Wide World | .75 |
| | Dimensions | .75 |
| SCHOLASTIC TESTING SERVICE, INC.<br>480 Meyer Road<br>Bensenville, Illinois<br>60106 | Basic Reading Inventory | |
| | Test Booklets and Line Markers (Pkg. of 20) | 6.00 |
| | Manual of Instructions and Interpretation | .50 each |
| SCIENCE RESEARCH ASSOCIATES<br>259 East Erie Street<br>Chicago, Illinois<br>60611 | New Rochester Occupational Reading Series: | |
| | Student's Workbooks | 3.36 each |
| | Teacher's Manual | 1.29 |
| | The Job Ahead (Books 1,2,3) | 4.50 each |
| | Computational Development Skills | 72.50 kit |
| | Mental Computation (Book B) | |
| | Pupil's Book | .83 |
| | Teacher's Guide | .83 |
| | Your Attitude is Changing | |
| | Classroom Book (1-24 copies) | 4.40 each |
| | Teacher's Guide (Free with 8 or more copies) | .80 |
| | Kaleidoscope of Skills | |
| | Arithmetic | 5.70 set |
| | Reading | 5.70 set |
| | Program Guide For Time To Write | . ? |
| | Multilevel Reading Program | . ? |
| | Kuder Occupational Interest Surveys | 2.50 set |
| | Reading in High Gear | |
| | Set of 8 books | 8.50 |
| | Instructor's Manuals | 15.00 |
| SCOTT, FORESMAN AND COMPANY<br>99 Bauer Drive<br>Oakland, New Jersey<br>07436 | Activity Concept English 401 | 4.50 |
| | Teacher's Planbook English 401 | .75 |
| | Treasure Island | 2.16 |
| | Robinson Crusoe | 2.10 |
| | Famous Mysteries | 2.13 |
| | Moby Dick | 2.10 |

| PUBLISHER | TITLE | PRICE |
|---|---|---|
| SILVER BURDETT COMPANY<br>4200 North Industrial Blvd.<br>Indianapolis, Indiana<br>46254<br>(Ref: General Learning Corp.) | English, Your New Language (Books 1 and 2)<br>(Teacher's Editions) | $ 2.25 |
| | Building Your Language Power (Book 1) | 1.02 |
| | (Books 2,3) | .96 |
| | (Books 4,5) | .84 |
| | (Book 6) | .81 |
| | Call Them Heroes-Reading Series<br>(Books 1 through 4 and teacher's manual) | .36 each |
| SIMON & SCHUSTER<br>(See REgent's Publications)<br>Technical & Review Book Division<br>1 West 39th Street<br>New York, New York<br>10018 | | |
| L.W. SINGER COMPANY<br>(A subsidiary of Random House)<br>249 West Erie Blvd.<br>Syracuse, New York<br>13201 | English Writing Patterns: | |
| | Books 2 through 6 | .78 each |
| | Program Guide for Books 2 through 6 | 1.08 |
| | Books 7 through 12 | .78 |
| | Program Guide for Books 7 through 12 | 1.08 |
| | Modern Basic Mathematics: | |
| | Book 1 | 3.39 |
| | Book 2 | 3.42 |
| | Man Improves His World (Reading Series) | .96 each |
| | The Minerals Story / The Energy Story | |
| | The Forestry Story / The Fisheries Story | |
| | The Soil Story / The Water Story | |
| | The Wildlife Story | |
| | Structural Reading Series: | |
| | Book A | 1.29 |
| | Book B | 1.65 |
| | Book C | 1.74 |
| | Book D | 1.83 |
| | Book E | 1.92 |
| SOIL CONSERVATION OF AMERICA<br>7515 N.E. Ankeny Road<br>Ankeny, Iowa<br>50021 | Environmental Quality and The Citizen | . ? |
| SPECIAL SERVICE SUPPLY<br>Box 705 Huntington, New York<br>11743 | | |
| | Job Application Skilltext | 1.35 |
| | Fundamental Forms Skilltext | 1.35 |

| PUBLISHER | TITLE | PRICE |
|---|---|---|
| SPECIAL SERVICE SUPPLY (continued) | Spring Board | $ 1.50 |
| | Arithmetic Skilltext for Daily Living Parts A,B,C Teacher answer forms included | 1.95 each |
| | Spelling Dictation Skilltext Parts A,B | 1.95 each |
| | Dining Out Skilltext | 1.75 |
| | Occupational Education Fact Finding Series Parts I,II,III with answer forms | 1.45 each |
| STECK-VAUGHN COMPANY P. O. Box 2028 Austin, Texas 78767 | I Want To Learn English | .81 |
| | Steps To Learning-Books 1 and 2 | .66 each |
| | Basic Essentials of Mathematics-Parts 1 and2 | .75 each |
| | Adult Reader | .81 |
| | This Earth Of Ours | .87 |
| | The World About Us | .87 |
| | They Served America | 1.32 |
| | Basic Science for Living-Books 1 and 2 | .75 |
| | Helping Your Children | 1.32 |
| | We Are What We Eat | .75 |
| | Health For Happiness | 1.32 |
| | My Country | .66 |
| | New Fabrics, New Clothes and You | 1.32 |
| | From A to Z | .36 |
| | Learning and Writing English | .81 |
| | I Want To Read And Write | .81 |
| | English Essentials-A Refresher Course | .75 |
| | How To Read Better-Books 1 and 2 | .66 each |
| | Working With Word Patterns | .81 |
| | The Care We Give Our Clothes | 1.32 |
| | Our Language Book 3, Revised | .72 |
| | Language Exercises-Books 3 through 6 | .78 |
| | Functional English, A Refresher Course | .99 |
| | You And Your Money | .66 |
| | Read To Learn | .66 |
| | Where Does The Money Go? | .81 |
| | Learning Our Language (Books 1 and 2) | .75 each |
| | Steps To Mathematics (Books 1 and 2) | .66 each |
| | Building Word Power | .81 |
| | Gateways to Correct Spelling Worktext-Teacher's Edition) | 1.02 |
| | How To Get A Job And Keep It | .66 |
| TEACHERS COLLEGE PRESS Teachers College, Columbia University 525 West 120th Street New York, New York 10027 | Standard Test Lessons in Reading Books A through E | .50 each |
| TEXAS EDUCATION AGENCY Austin, Texas 78701 | "The Newspaper" Food for Thought at the Breakfast Table and in the Classroom of Adult Education . ? | |

| PUBLISHER | TITLE | PRICE |
|---|---|---|
| U. S. GOVERNMENT PRINTING OFFICE<br>Superintendent of Documents<br>Washington, D.C.<br>20402 | Our Constitution and Government | $ 1.75 |
| | Our Constitution and Government (simplified) | 1.25 |
| | Aids for Citizenship Teachers | .15 |
| | Federal Textbooks on Citizenship: | |
| | English, Home and Community Life (for helper) | .40 |
| | English and Federal Government (For the student) | 1.25 |
| | English and Federal Government (Part 2 for the helper) | .35 |
| | Our Constitution and Government (for the student) | 1.00 |
| | Our Constitution and Government (for the helper) | .25 |
| | Becoming a Citizen Series; | |
| | Our American Way of Life, Book 1 | .65 |
| | Our United States, Book 2 | .75 |
| | Our Government, Book 3 | 1.25 |
| | Teacher's Guide for 1, 2, 3 | .25 |
| UNIVERSITY OF SOUTHERN CALIFORNIA<br>School of Education<br>Los Angeles, California<br>90000 | Teaching English As A Second Language (A prospectus for teachers) | 2.75 |
| UNIVERSITY OF THE STATE OF NEW YORK<br>The State Education Department<br>Albany, New York<br>12224 | Teaching Adult Reading | no charge |
| | Teaching Adult Basic Computation | no charge |
| | Teaching Adult Basic Reading | no charge |
| VOCATIONAL-TECHNICAL CURRICULUM LABORATORY<br>Rutgers State University<br>Building 4103-Kilmer Campus<br>New Brunswick, New Jersey<br>07306 | Teaching English As A Second Language to Adults | . ? |
| J. WESTON WALCH, PUBLISHER<br>Box 658<br>Portland, Maine<br>04104 | Keys To Your Reading Improvement | . ? |
| XEROX EDUCATION PUBLICATIONS<br>Middletown, Connecticut<br>06457 | Champions All (12 stories of famous sports heroes) | .60 each |
| YOUTH EDUCATION SYSTEMS, INC.<br>Stamford, Connecticut<br>06904 | Review Workbook for Adult Education in Mathematics-English (Preparation for G.E.D.) | 2.95 |

# APPENDIX VII

# CURRICULAR MATERIALS

# FOR

# LIFE COPING SKILLS

Listed below, slphabetically by publisher, are a number of materials presently available for teaching life-coping skills in A.B.E. classes. Please remember that this is by all means only a partial list and is in no way intended to include all of the materials available on today's market. The list was prepared merely as a guide for your convenience and does not necessarily imply complete endorsement of the listed materials. All prices quoted below are subject to change by the publishers without prior notice.

| SOURCE | TITLE | PRICE |
|---|---|---|
| Channing L. Bete Company, Inc.<br>45 Federal Street<br>Greenfield, Massachusetts 01301 | "32 Ways For Improving Your Home" | $ .25 per booklet |
| | "The ABC's of Credit" | |
| | "What Everyone Should Know About Checking Accounts" | |
| | "The ABC's of Home Financing" | |
| | "ABC's of Life Insurance" | |
| | "Social Security and You" | |
| | Note: Many more titles are available | |
| The Center for Information on America<br>Washington<br>Connecticut 06793 | | |

| SOURCE | TITLE | PRICE |
|---|---|---|
| | "Consumer's Primer on Money" | $ .35 each |
| | "Community Action: How To Get It Successfully" | |
| | "The Citizen and Political Parties" | |
| | Note: Many other titles available | |
| Follett Publishing Company<br>1010 West Washington Boulevard<br>Chicago, Illinois 60607 | | |
| | "Paycheck" | .69 |
| | "Knowing How To Budget and Buy" | .87 |
| | "The Law For You" | .87 |
| | "Investing Your Savings" | .87 |
| | Note: Several other titles are available | |
| Ginn and Company<br>191 Spring Street<br>Lexington, Massachusetts 02173 | | |
| | Consumer Education Series: | 1.25 per book |
| | Book 1- "Dress Well For Little Money" | |
| | Book 2-"Refunds and Exchanges" | |
| | Book 3-"Buying Appliances" | |
| | Book 4- "What's Good Furniture"? | |
| | Book 5-"Be Sharp! Don't Be Cheated" | |
| Holt, Rinehard and Winston, Inc.<br>383 Madison Avenue<br>New York, New York 10017 | | |
| | "Measure, Cut, and Sew" | 3.00 |
| | "Get Your Money's Worth" | 2.75 |
| | "You and The Law" | 2.50 |
| Grolier Educational Corporation<br>845 Thrid Avenue<br>New York, New York 10022 | | |
| | Modern Consumer Education Kit (includes audio-visual materials) | about 250.00 |

| SOURCE | TITLE | PRICE |
|---|---|---|
| Household Finance Corporation<br>Prudential Plaza<br>Chicago, Illinois 60601 | Money Management Program:<br>(series of 4 booklets) | $ .25 each |
| | "Your Automobile Dollar" | |
| | "Your Budget" | |
| | "Your Food Dollar" | |
| | "Your Savings and Investment Dollar" | |
| The Macmillan Company<br>Riverside<br>New Jersey 08075 | "Improve Your Writing For Job Success" | 2.00 |
| NEWS FOR YOU<br>Box 131<br>Department P<br>Syracuse, New York 13210 | NEWS FOR YOU-<br>A weekly newspaper designed especially for uneducated adults and written on two reading levels | .06<br>per copy for bulk subscriptions |
| | Edition A: 3rd to 4th grade reading | |
| | Edition B: 4th to 5th grade reading | |
| New REaders Press<br>Box 131<br>Syracuse, New York 13210 | "Good Manners in the United States" | $.35 |
| | The Be Informed Series: | .75 per booklet |
| | "Personal Credit: | |
| | "Buying An Auto" | |
| | "Social Security" | |
| | "Renting A House" | |
| | "Finding A Job" | |
| | "Wise Buying" | |

Note: Several other titles available

| SOURCE | TITLE | PRICE |
|---|---|---|
| Public Affairs Pamphlets<br>381 Park Avenue South<br>New York, New York 10016 | "A Guide To Consumer Credit" | $ .25 per pamphlet |
| | "How To Stretch Your Money" | |
| | "Buyer, Be Wary" | |
| | "What Inflation and Tight Money Mean To You" | |
| | Note: Many more titles are available | |
| Frank E. Richards Company<br>324 First Street<br>Liverpool, New York 13088 | "Getting Ready To Drive" | 1.50 |
| | "Getting and Holding A Job" | 1.50 |
| | "Happy Housekeepers" | 1.50 |
| | "Foundations of Citizenship For Adults" | 2.00 |
| | Note: Several other titled available | |
| Special Service Supply<br>Box 705<br>Huntington, New York 11743 | "Skilltext For Fundamental Application Forms" | 1.35 |
| | "Dining Out Skilltext" | 1.75 |
| | "Spring Board-The World of Work" | 1.50 |
| | "Job Application Skilltext" | 1.35 |
| Steck-Vaughn Company<br>P. O. Box 2028<br>Austin, Texas 78767 | "Where Does The Money Go" | .90 |
| | "We Are What We Eat" | .85 |
| | "You and Your Money" | .85 |
| | "How To Get A Job and Keep It" | .85 |

| SOURCE | TITLE | PRICE |
|---|---|---|
| The New York Times<br>School and College Services<br>229 West 43rd Street<br>New York, New York 10036 | Kits containing curriculum service booklets and teaching aids which help students to read newspapers more effectively. | FREE |
| Procter and Gamble Company<br>Free Teaching Aids<br>P. O. Box 14009<br>Cincinnati, Ohio 45214 | Teaching Kits dealing with: Cake Selection, Home Care, Personal Grooming, Laundering, Better Baking and Proper Frying, and Fats and Oils.<br><br>ALSO FREE-Take-Home Leaflets for students on numerous topics such as:<br><br>"Let's Clean House"<br>"Let's Concentrate on You"<br>Etc. | FREE |
| The Sperry and Hutchinson Company<br>c/0 Department of Consumer RElations<br>P. O. Box 935<br>Fort Worth, Texas 76101 | Brochure entitled "How To Be A Better Shopper" | FREE |

| SOURCE | TITLE | PRICE |
|---|---|---|
| Hunt-Wesson Kitchens<br>Box 3331<br>Fullerton, California 92634 | Variety of Take-Home Recipes for hamburgers, etc. | FREE |
| Immigration and Naturalization Services<br>J. F. Kennedy Fereral Building<br>Government Center<br>Boston, Massahcusetts 02203 | Series of Federal Textbooks on Citizenship | FREE |
| | IMPORTANT: Use your school letterhead when inquiring about available titles. | |
| Institute of Life Insurance<br>277 Park Avenue<br>New York, New York 10017 | "Making The Most of Your Money" | FREE |
| | "Handbook of Life Insurance" | FREE |
| League of Women Voters of New Hampshire<br>7 South State Street<br>Concord, New Hampshire 03301 | A pamphlet entitled "Do You Know Election Regulations?" which covers eligibility, registration, residency requirements, etc., as they relate to the voting process. | FREE |
| | A variety of other FREE materials which focus on civic responsibilities are available from this source. | |
| Lily Mills Company<br>Shelby<br>North Carolina 28150 | Kit entitled "Your Convenient Sewing Glossary At A Glance" | FREE |
| N. H. Department of Employment Security<br>32 South Main Street<br>Concord, New Hampshire 03301 | Multimedia Kit entitled "Unemployment Is a Social Problem". This kit deals with various problems related to unemployment and explains unemployment insurance etc. | FREE |

| SOURCE | TITLE | PRICE |
|---|---|---|
| Steck-Vaughn Company (Cont.) | "Helping Your Children" | $ 1.35 |
| | "New Fabrics, New Clothes, and You" | 1.35 |
| | "The Care We Give Our Clothes" | 1.35 |
| | "Health For Happiness" | 1.25 |
| Superintendent of Documents<br>U. S. Government Printing Office<br>Washington, D.C. 20402 | "Your Medicare Handbook" | .40 |
| Mr. Stanley Allen, Director<br>Internal Revenue Service<br>Portsmouth, New Hampshire 03801 | Volunteer Income Tax Assistance Kits | FREE |
| | The State A.B.E. Office will procure sufficient quantities for distribution to all Local A.B.E. Directors when materials become available in late December.<br><br>If there is sufficient interest by A.B.E. personnel, a Workshop can also be arranged with I.R.S. to show us how to use the kits most effectively. | |
| Cleanliness Bureau<br>The Soap and Detergent Association<br>485 Madison Avenue<br>New York, New York 10022 | "Beauty Is Easy At Any Age" | FREE |
| Home Economics Cooperative Extension Service<br>University of New Hampshire<br>Taylor Hall<br>Durham, New Hampshire 03824 | A good variety of brochures and booklets which deal with such topics as : foods, NUTRITION, HEALTH, SEWING, COOKING, CHILD-CARE, ETC. | FREE |